

# THE CLEARING HOUSE

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## Editorial

*The editors of THE CLEARING HOUSE take great satisfaction in presenting the contents of this number, which has been edited by Frederick L. Redefor, executive secretary of the Progressive Education Association.*

A. D. W.

Secondary education is on trial. Many leaders in public life who have given serious consideration to the place of American schools in society are beset by doubts as to whether our school can ever achieve its highest purpose under the present limitations of organization and curriculum. These critics, while admitting all the achievements and advances made on this level, are asking whether secondary education as conceived in existing schools is adapted to a society that is conscious of the idea of "planning." They raise the questions: "How can secondary schools be an integral part of the community in which they are located?" "Could not secondary education be a more effective social agency under a plan of coöperative organization?"

The majority of these lay critics are aware of the fact that American community life has itself developed in a piecemeal fashion. Schools and educational improvements have been no exception to this planlessness. A school has been built and a library has been erected, but the relationship of the school and the library, their interaction with one another, and the contribution each can make to the program of the other is still an unexplored field. Likewise, adult-education programs, leisure-time activities, and community cultural enterprises have been tacked on without relation to or with only superficial,

paper coöperation with each other. Similarly, community health activities and social-service agencies have not worked through existing channels for community development in the way that would be possible under an integrated program. Nor have the schools envisioned or used the educational values of the activities of these agencies.

Community government, with its ramifications into State and national affairs, has remained an academic study in the schools rather than a vital part of the educational program, nor have the schools sought every opportunity for civic participation. The possibilities of industry-school coöperation remain an untapped resource for community development. Progress has been made in the field of agriculture-school education, but in many instances this relationship is limited to a vocational program rather than a program for the enrichment of all rural life.

Critics generally acknowledge that the secondary level of public education is still dominated by the college-preparatory motive, that it fails to utilize educative activities of the community, that it remains isolated from the world at large, and that its program is not as effectual as it might be in achieving the highest purpose of the school as an instrument of social betterment.

The educational profession has not been immune to dissatisfaction. For decades commissions and committees have battled over a wording of the goals and purposes of secondary education, but the results of these efforts have not caused a feeling of satisfaction. Even among those who point with justi-

fiable pride to the expansion of the secondary curriculum in many localities and to the success of the administrative task of establishing free public education, it is generally admitted that changes have been brought about only within the traditional program of the schools and that far too little has been achieved in community-school planning.

Many believe that it is the concept of the function of the secondary school and its exclusive devotion to the education of adolescents that is a barrier to further progress. To plan a school-community program, lay leaders of the community must be engaged in the task of developing the program. The major goal is not to alter existing curricula by additions or subtractions nor is it to find ways to fit existing programs into the community; it is to develop a totally new school from a new point of view. Only by such a process of coöperative planning will we arrive at a decisive conclusion as to the function of the secondary school in modern community life. Only by true coöperative planning—not mere coöperation for the achievement of independent goals—will we develop a community educational program.

Picture a community in which the secondary school is not a school at all in the commonly accepted meaning of the word—a school that is a vital part of the whole community life—a school not limited to the customary school day or school hours—a school in which adults work and study with adolescents—a school in which parents and youth participate in many educational activities of mutual interest and benefit—a school in which orchestras, art classes, domestic-science laboratories, shops, and academic classes find community members joined with youths in the enterprises in which their interests and abilities overlap. This would be a school-community center where library activities, recreational facilities, and social-service agencies work in close coöperation. Even the political forums of the community would become part and parcel of the educational program. In such a locality the school

would become a vital center of the educational planning of the community.

While it may be true that each educational unit or service agency would have particular problems of its own, nevertheless there would be numberless instances in which coöperative planning would be highly beneficial and would more than compensate for the difficulties of integrated effort. Furthermore, such a community would not only be school centered, but the school would be community centered. The school would not limit its program to the four walls of the building, but would reach out into the community and through the community into the world at large. Would not the education of youth be improved by actual participation in and study of realities? Would not the community benefit by such participation?

What possibilities might be achieved from an actual study by mature high-school students of the plan for community development, the housing conditions, the park facilities, the health conditions? What an opportunity to study community needs and to plan a program to meet them! What a channel for community effort if youth became students of actual problems and, under the able direction of instructors and the unused talent of citizens, undertook studies of local needs! What an opportunity to make education realistic, purposeful! What an opportunity to give youth a feeling of participation in the social enterprise of community life!

Is such an educational concept too visionary? In various places small beginnings have been made, but these are isolated examples without the total concept of the possibilities of school-centered or community-centered educational planning. The thing that needs to be done—the coöperative planning by community leaders, educators, doctors, social workers, parents, in developing a significant program for the secondary school—has not yet been undertaken. This is a frontier of secondary education.

FREDERICK L. REDEFER

# The School and Community Life

Ellsworth Collings

EDITOR'S NOTE: Ellsworth Collings is dean of the College of Education of the University of Oklahoma. His discussion of school and community relationships has the great merit of being based on actual experience in promoting such relationship.

A. D. W.

## WHY CHANGE THE SCHOOL

OUR WORLD IS a changing world; it is a moving present. Change is the very foundation of all things whether we like it or not, and is manifest on all sides of us today. The home illustrates this fact. The home of our grandparents was a different home from that of today. In that day the home and immediate community made up almost the whole of life. Food, clothing, shelter—almost everything that went to the making of life—came mostly from the home or from the vicinity. The home supplied the corn and wheat; the neighboring mill ground it. The crossroads blacksmith did practically all the necessary ironwork. Clothes came from wool or cotton which was grown, spun, dyed, woven, and made into garments at home. Shoes were made at home or near by. The sorghum mill, the grist mill, the scythe, and the flail were necessities of that day which now exist, for the most part, in poetry and art. Today we have moved forward a long way. We no longer fell trees and build our homes by hand; we live, for the most part, in apartments or rented homes. Our mothers no longer work at the spinning wheel and loom. We get our garments ready-made, in many instances, from distant places. We get our foods from centers of manufacture, ready for consumption. Other changes could be noted but these suffice, I think, to point out that our home and immediate community have undergone many changes to meet the changing world in which we live. Equally as obvious changes are taking place in other lines of human endeavor in our country. Our

government—local, State, and national—is undergoing many changes in order to meet the new demands of an evolutionary world. The question uppermost in the minds of thinking people today is the extent to which our schools are undergoing change in order to equip our boys and girls to live fruitfully in the new world. Most thinking people quite generally agree that the kind of schools now prevailing help boys and girls very little in meeting the new challenges of today. Most schools of today belong to the age of our forefathers. True, we have made many changes in the vehicles of education but we have not changed to any great extent our point of view towards education. At heart, our school is of yesterday. The major change needed, as I see it, is not to alter the existing school by additions or subtractions in order to fit it into the changed conditions of living, but, rather, to build a totally new school from a new point of view. I shall attempt (1) to discuss three angles of this point of view and (2) to describe briefly a school functioning on this basis.

## NEW POINT OF VIEW IN EDUCATION

*The school curriculum should be expressed in terms of the activities of community life.* Studies of boys and girls reveal that they normally engage in the activities of community life.<sup>1</sup> First, they normally explore the natural environment around them. This includes the whole range of plant life, animal life, mechanics, and earth and sky found in life outside the school. Second, boys and girls normally explore the social environment about them. This includes the whole range of

<sup>1</sup> Ellsworth Collings, *An Experiment with a Project Curriculum* (New York: The Macmillan Company, 1924), xxvi + 346 pp.

J. L. Meriam, *Child Life and the Curriculum* (New York: World Book Company, 1920), xii + 538 pp.

John Dewey, *The School and Society* (Chicago: The University of Chicago Press, 1915), xv + 164 pp.

civics and industrial and vocational activities carried on by people in life outside the school. Third, boys and girls normally communicate to others their own interpretation of things which concern them at the time. They carry this on through conversation, story-telling, reading, dramatization, and story-writing. Fourth, boys and girls normally construct things that are of practical value to them at the time. This includes construction in wood, metal, textiles, leather, paint, and foods. Fifth, boys and girls normally engage in a variety of skill activities carried on in community life. They pursue typewriting, public speaking, singing, instrumental music, computation processes, and other skill activities. Sixth, boys and girls normally engage in a variety of play activities. They eagerly pursue such games as basketball, baseball, volley ball, and the like. In brief, a study of the normal activities of boys and girls indicates that they involve the whole range of life outside the school, and, for that reason, the curriculum should be expressed in terms of the activities of community life. Such a curriculum will satisfy two fundamental demands. First, it will include activities and materials that genuinely interest boys and girls, and, for that reason, the psychological conditions of learning are provided in a normal way. Their interests in the affairs of community life provide the motivating force to study, to investigate, to discuss, to think, and to go forward in the things going on about them. Second, the school will be community centered. The school will not limit its program to the four walls of the building and the traditional school subjects, but will reach out into the community and through the community into the world at large. The traditional school subjects will be completely thrown overboard and in their place will be provided opportunity for boys and girls to study the challenging problems of community life. Books and other printed materials will be used when they contribute information genuinely needed in the successful study of these

problems. Would not boys and girls be improved by actual participation in and study of the realities of life? Would not the community benefit by such participation? Great possibilities might be achieved from an actual study by boys and girls of problems of community life, such as, for example, health conditions, leisure activities, housing conditions, labor problems, governmental control of industry, park facilities, etc. In the first place, opportunity would be provided boys and girls to study, at first hand, community needs and to plan intelligently a program to meet them. Possibilities in this particular are unlimited. In the second place, a channel would be provided for community effort through boys and girls becoming students of actual problems of community life. Great possibilities of coöperative endeavor are inherent in a program that provides opportunity for boys and girls to undertake studies of community needs under the guidance of teachers. In the third place, opportunity would be provided for real integration of the school and community. Possibilities of making education realistic and purposeful are unlimited. In the fourth place, opportunity would be provided to give boys and girls a feeling of participation in the social enterprise of community life. Possibilities for developing in boys and girls a genuine interest in sharing in the affairs of community life are great.

*The school procedure should provide opportunity for boys and girls to pursue activity in the way they normally do in life outside the school.* Studies of boys and girls in life outside the school reveal the normal procedure in learning.<sup>2</sup> They first set up an activity to pursue. In this connection, boys and girls suggest something to do. They then discuss the desirability of the suggested activities and select one that it seems best to pursue at the time. In the second place, boys and girls normally find and select the necessary materials needed in realizing the chosen activity.

<sup>2</sup> Collings, *op. cit.*

W. H. Kilpatrick, *Foundations of Method* (New York: The Macmillan Company, 1925), xi + 383 pp.

They plan the study of the activity in the sense they work out the materials needed, the processes involved, and the various steps required in accomplishing the activity. In the third place, boys and girls normally execute the planned ways for realizing the chosen activity. They assemble their materials, do what reading and study necessary, actually perform the processes and steps involved. In the fourth place, boys and girls normally judge successes in working out the chosen activity. They criticize the results of their efforts in the sense that they look for improvements and ways for bettering the final product. In brief, boys and girls normally set up an activity to pursue; they plan it; they work it out; they judge their successes and failures. Purposeful activity seems to be the normal procedure of boys and girls in life outside the school.

There are at least two fundamental reasons why the school should adopt this procedure. Studies indicate that boys and girls do better in schoolwork where such a procedure is followed.<sup>3</sup> When boys and girls participate in setting up an activity to study, they are in a greater psychological readiness to look for pertinent materials, to study such materials, and to use more efficient ways of accomplishing their work. Second, the normal procedure of their activities is in accord with the kind of activity demanded of people in a social order like ours. Success of people in a democracy depends very largely upon wise choice of activities to pursue, ability to formulate intelligent plans for the attainment of these activities, proficiency in the execution of plans thus formulated, and ability to find and effect mistakes in carrying forward an enterprise through to successful conclusion. Since the school is an institution for the purpose of improving human conduct, it seems that helping boys and girls to choose more wisely activities to pur-

sue, to plan these activities more intelligently, to carry out more effectively the plans thus formulated, and to judge successes and failures more critically would be highly desirable. It seems that a school which sets boys and girls free to pursue activities that have meaning and value to them, in the pursuit of which they gain power to judge, to discriminate, to improve, and to press forward to ever expanding activities, is providing a basis for the acquisition of the real values of social living.

*The school should be the educational center of the community.* At the present time the school limits its efforts largely to the education of boys and girls of school age. The program is designed for the different groups of boys and girls and is carried on, for the most part, during the regular school day. No planned effort is made to provide educational opportunities for parents and other citizens of the community. Many believe that this exclusive devotion of the school to the education of boys and girls is a fundamental weakness in our educational policy. There is a growing tendency to view the school as the center of all educational efforts of the community. This includes two fundamental changes in the present system of school organization. First, the school as the center of educational effort provides for all educational activities of the community to be integrated into one school program. The school, in this sense, is a center where recreational facilities, social-service agencies, library activities, public forums, educational activities, and leisure activities work in close cooperation in one planned program for the community. At the present time these forces are separate units carrying on separate programs designed largely for particular groups of the community. Second, the school as the center of educational effort provides opportunity for all people of the community to participate in the program together. This includes opportunity for adults and youth to study and work together. Planned provision is made for parents and youth to participate

<sup>3</sup> *Journal of Experimental Education*, June 1933. Collings, *op. cit.*

Andrew Marvin Parker, *Comparative Study of the Achievement of the University Junior High School*, master's thesis, 1931, University of Oklahoma.

in educational activities of mutual interest and benefit, such as, for example, art classes, domestic-science laboratories, shops, orchestras, public forums, leisure activities, social-service agencies, academic classes, etc. No planned effort is made to separate parents into one group and youth in another. Parents join with youth in the enterprises in which their interests and abilities overlap. In this sense, the school becomes a vital center of the educational planning of the community. The school is truly a community-centered school. Its chief mission is to provide opportunity for *continuous education* of children and parents jointly in the affairs of community life. Such a school provides fruitful leadership in a democratic living.

#### THE NEW SCHOOL

Picture a community in which the school is not a school as much as it is a vital part of the whole community—a school in which parents and youth work and study together in laboratories, shops, libraries, discussion groups, investigations, orchestras, social-service agencies, plays and games, and public forums. Try to see this school as a school not limited to the customary school day, school classes, school hours, conventional school subjects, grades, credits, examinations, and graduations. Perhaps a brief description of a school founded upon this conception will indicate what such a school does for boys and girls, parents, and the community. For a period of four years the author conducted an experimental school organized entirely around the activities of boys and girls in real life.<sup>4</sup> This school was the educational center of the community. Parents joined the children in work and study. No attempt was made to limit the work to the boys and girls of the community. Parents participated with children in activities of mutual interests. Provision was made for all the educational activities of the community to be carried on at the school. Parents joined with children in the conduct of

community fairs, community play days, social-service agencies, and public forums. These enterprises were planned by a community board representing all the organized forces of the community, such as the Red Cross, the school, the Four H Club, the Farm Bureau, and the church. The school was the center for all these community activities. Children joined parents in participating in all these activities and in no sense were they limited to any particular group of the community.

Second, the schoolwork was expressed entirely in terms of the activities of community life. The traditional school organization was completely ignored in every particular. First, children joined with parents in work and study of community problems. Investigations, experiments, and discussions were conducted along the lines of health conditions of the community, various phases of farming, homemaking, problems of government, plant and animal life, etc. The health study illustrates this type of work. Boys and girls under guidance of the teacher initiated an investigation of the health conditions of the community. They planned the study along lines of investigating (1) the diseases occurring in the community during the past five years, (2) the various ways of combating these diseases, and (3) the ways for coöperating with parents in putting into practice results of their study. After formulating the plans, the boys and girls went into the homes of the community, coöperating with the parents in investigating the diseases and health conditions. They then made an intensive study of books, bulletins, and reports bearing on the diseases and health conditions investigated. After assembling the information the children formulated charts illustrating health conditions of the community and recommendations for improving the health of the community. The material was presented to the parents of the community in a meeting of all the parents and children. In this connection, discussions of the findings were carried on, ways for improving health conditions agreed

<sup>4</sup> Collings, *op. cit.*

upon, and various health conveniences were made at school, such as fly traps, window screens, garbage pails, etc. In brief, the study resulted in installing in the homes of the community methods for garbage disposal, window and door screens, fly traps, cleaning up yards, proper location of outbuildings, care of drinking water and milk, etc. Second, children joined with parents in the pursuit of various leisure activities. This line of work included glee clubs, orchestras, story-telling, story dramatization, story-reading, and community singing. In all these activities emphasis was on the creative side rather than reproduction. For example, the story dramatization involved original work in the sense that boys and girls and parents selected a story and expressed their own interpretation of the story through dramatization activity. Third, children joined parents in a variety of construction activities. The activities included work in constructing home conveniences, such as bookcases, library tables, picture frames, paper racks, playthings, as well as various kinds of work in homemaking, such as cooking, sewing, weaving, and art. Fourth, children joined with parents in various play activities. This line of work included indoor games, outdoor games, sports, and various contests.

In the third place, opportunity was provided children and parents of the school, under guidance of the teachers, to pursue activities in the way they normally do in community life. Opportunity was provided for children and parents to set up activity to study with the view of enabling them to learn how to choose new and more fruitful things to do. No attempt was made on the part of the teacher to dictate in the matter. Rather, the teacher was concerned in seeing to it that the activities were set up by the children and parents. Opportunity was provided

children and parents to plan a study of the chosen activity. The teacher, in this particular, helped children and parents in finding and selecting the various materials needed in carrying forward successfully the study under way. Opportunity was provided children and parents to execute the plans thus formulated. Here the teacher aided children and parents in practising better ways for doing work in accomplishing the activity under way. Opportunity was provided children and parents to judge success in accomplishing the chosen activity. The teacher guided children and parents in finding and effecting possible improvements needed for successful achievement of the activity under way. The school's concern here was to improve the conduct of children and parents in their own "life acts."

In conclusion, this school was not concerned with teaching subjects nor following any course of study. The sole aim was to help children and parents pursue better and more fruitfully the activities of community life. The content of the school activities were made up of the things needed at the time in successful study. The conventional school subjects, as such, were ignored completely. The content of these subjects was used only at such times as it functioned in accomplishing better the activities under way. And in such instances this material was selected and planned by children and parents at the time needed in the activities. It was never planned from above and handed down in the form of nicely prepared exercises. The curriculum of this school, in other words, was made "on the spot" by children and parents in conference with the teacher, for in no other way does it seem possible to educate children and parents to choose more wisely, plan more intelligently, execute more effectively, and judge more critically the activities in community life outside the school.

# The Community Concept in Education

H. Gordon Hullfish

EDITOR'S NOTE: *H. Gordon Hullfish, of the department of education of Ohio State University, offers in the following article a discriminating analysis of the outcomes that may be hoped for when school and community become really integrated.*

A. D. W.

THAT THERE is a growing demand to make over the schools into community-centered institutions is obvious to all for whom the problems of education have recently become acute. Oddly enough, however, we recognize this rising voice while not quite entertaining a recognition of the fact that we are asking for that which we already possess.

Our schools are now community schools. They have their being in response to the varying demands of the social group which they serve, as they are accelerated in growth, or retarded, in response to the wishes of the group. Moreover, they gather together into one organization large numbers of individuals whose actions give evidence of an apparent common purpose. Considered in the light of the simple fact of providing a means for the bringing about of relationships of individual to individual, and of one group to another, the school is at the moment unquestionably a community institution.

In terms of the mere fact of association of individuals, and of the further fact of the relationship of the school to the other institutions of society, each school does have its community character. But what it does not of necessity possess, nor indeed often consciously seek out, is a quality of its total life that will make both the individuals and the institutions deliberately participate in a shared experience for the purpose of progressively enriching that experience for all who take part in it.

When we turn to the concept of "community" as expressing an ideal of a sympathetically shared experience, however, the school

shows a barrenness and a futility that quite justifies the change in character which is being insisted upon as the reconstruction of our educative processes becomes more and more an actuality and less and less a problem reserved for conference consideration. It is, therefore, of more than passing importance that we differentiate between the fact of association and the ideal of a commonly shared life. It will be all too easy, as further demands are made to place the school in the center of community reconstruction, to permit the simple extension of opportunities for association to mislead us into the belief that the school is growing as a community force. What we shall need to know, rather, is what these contacts result in by way of consciously shared values.

The significance of such a direction post may be the more readily grasped if we recognize the contrasting and conflicting pressures that will move upon the school as the opportunity for association is extended. If we permit satisfaction to arise over the fact of association itself, we may be certain that the school will be even more confused than it appears to be when it remains aloof from the problems of society. Not association itself, then, but association for the purpose of improving the quality of that association is the measure which should guide the reconstruction that will stem out of this newly placed emphasis.

There is little to guide us in the way of positive experience, unfortunately, when we move towards the problem of thus making over the school, though we have had at least one experience, negative in character, that ought to prove of value in keeping us on our course. Not so many years back our imagination was stirred by the character of the educative experience towards which the socialized recitation pointed. Here seemed to be an instrument peculiarly adapted to the

development and deepening of social insights. But the promise faded with the same rapidity that had accompanied its rise as it became apparent that the change was little more than an extension of relationships within the class. A community educational program must keep itself off the shoals of gratification that follow too easily upon the achievement of merely bringing more relationships into being.

At another point, our experience has been equally suggestive. The handing over of responsibility to particular subjects for the achievement of new values is a poor beginning. The development of the school as a focal point for the fostering of a more significant community life, for instance, is not an exclusive concern for the social studies. This, however, it is likely to become if we do not rise above our past habits of parceling out what we call our objectives to seemingly appropriate subjects. During these recent years when the impact of the social situation has penetrated even the hide of aloofness, we have seen these habits beautifully exhibited. We have asked the social studies to make of our students more effective social, economic, and political beings, a request that has permitted the rest of the school to go on its merry way happy in the knowledge that the integrity of previously organized bodies of thought would not be disturbed. It is out of this situation that our fondness for the social-studies core concept in curriculum construction has blossomed with the resulting withering of the notion of fostering the progressive growth of social sensibility and an active concern for social values through all of the work of the school.

We need, therefore, to turn the work of the school upon the creation of an intelligent sharing of values within the community of which the school is a part and within the total life of the school, and not a subject-matter segment of that life. This is the point of attack.

In this connection, it may be of value to consider our available resources. There is,

first of all, a physical plant. The significance of this cuts in many ways. The physical facilities are available for bringing together differing elements of the community for participation in common educative experiences. Ours is the task of learning to use these facilities in ways that bring the school and the other educative forces of the community together—adults, youths, and adolescents—for the purpose of enriching the life in which we now too often meagerly share.

One such opportunity may now be at hand in the Federal Emergency Nursery Schools that are springing up in response to a need not previously met. These nursery schools may easily become, if organized in relationship to the public-education plants of the community, not only integral to the educative program but also outposts for the further development of a more adequate community life. Located within the school building itself, they might serve as an educative link in an appropriate and effective manner. Girls in the high school, apportioned according to school population and the needs of the nursery schools, boys in the school shops, students in art classes and other interests could be utilized in the operation of the nursery. This would be done not for the sole purpose of learning to do those things which it is necessary to do in feeding children, clothing them, directing their play, arranging their rest, constructing equipment, decorating walls, and the like. Equally important in this connection, in fact, of greater importance, both for the girls and boys and the community are the educative possibilities that may be fulfilled in this activity.

Problems of diet in appropriate courses would get beyond the range of academic interest when related to the necessity of sharing the responsibility for feeding particular individuals daily. So, too, with problems arising from the necessity of clothing. In fact, at all points in the actual care of these children, and in considering their further development, more than the immediately functioning knowledge would come into play. For recrea-

tion, the play facilities now provided by the community would be evaluated in the light of what opportunities ought to be provided to meet the needs set by a standard of decency in the healthful growth of children. The same dynamic would be provided in a consideration of housing, of home decoration, or of health standards. Theory could not occupy the stage exclusively when the particular children for whom one had accepted a shared responsibility over a period of time might be seen living under conditions equal to, inferior to, or even better than those which study brought to the fore as appropriate to our present knowledge and resources. Of further significance is the fact that in all of these activities the forces within the community which either retarded or facilitated the achievement of decent standards in these matters would as a matter of course enter the study as important elements.

This is but one part of the story and, if we stop at this point, the nursery school might be brought into the building for no other purpose than to give an added vitality to a study that was already taking place. Important as this might turn out to be, the added possibility of bringing the parent group, the makers and transmitters of community values, into the school for the joint consideration of the same problems is of paramount significance. Through the parents, community groups would inevitably be reached, and these groups, together with the students, might turn to a study not only of more adequate care for their own particular children but also of effecting changes in the community. The welfare organizations, the medical profession, civic bodies, local political leaders and actual governing officials, and other groups that give a community its character could be brought to a consideration of that character as it relates to the development of children. That which students learn would thus set up common concerns between children and adults about large and fruitful centers of interest, and children along with

adults could move in ways to bring changes to the community where they are needed. Participation would then be a two-way affair and the despair that comes to a school as it undertakes to arrange participation for its members in the impersonal, and often complex, life of adults would in large measure disappear.

This is not to suggest that by a mere wave of the hand all of this would come to pass, nor to overlook the fact that objections would stir within the community. It may be laid down as fundamental that objections will arise from some quarters, and often from quarters of power, whenever the school turns to a serious study of social values. This much we know. But we know, too, that the school must choose its course in the community setting. To drift is also to choose, and the ineffectiveness following upon such a choice is the basic reason found back of the present effort to put the school in a participating relationship to all of the educative agencies within a community. The point here is that the nursery-school idea which is now being pressed by Federal funds provides a common basis of action for many groups that might not otherwise be brought together readily. The care and development of children, not for reasons of silly sentimentalism, but for reasons entirely practical and close to reality, provide many facets that will bring varied, even conflicting, community interests together around a problem of common concern. It does, in fact, already do this, though not always under conditions that might be termed properly educative for any of the participants. The school has before it, then, one avenue over which it may move to bring a more effective intelligence, through the members of the community, upon a problem of a shared life that reaches into all corners of that life. What, exactly, it should do at every point in the development of such an active relationship of community forces is certainly not at the moment known. But that it may start, that the direction for its activity

is set, and that it has plant facilities around which the experiences may revolve is entirely clear.

In an illustration such as the above, which at least shows one possible use of the school plant for the purpose of furthering a sharing of experiences within the community, other resources of the school are also made apparent. Of these, the organized groups within any community must be counted as significant. Organized with reference to specific purposes, they have a grasp of particular aspects of the community problem which sets them off as wells of source material to which we may conveniently, and, indeed, must go, in carrying forward an adequate study of problems relating to a common life. They should, therefore, be placed in a functioning relationship to the school, and to each other, if the knowledge of the specialist is to illuminate properly the total life of the group. The school, as the formal educational agency in the community, ought to take the lead in making the effects of the other agencies fully educative. Coöperative endeavor in the attack upon problems of common concern is at the very least a hopeful beginning.

Another resource is one that we now manage too well, and too frequently, to keep away from any significant relationship to community life. It is, of course, our funds of specialized knowledge as represented in the persons of our faculty members. This knowledge, given the opportunity, would lead to the steady reconstruction of community values. Held aloof from such reconstruction, it remains an object of interest to those who like that sort of thing, while the community rolls along in whatever way chance, rather than knowledge, dictates. The bringing of groups to the school to consider with the teachers problems of group life, or the sending of the teachers to the groups,

whichever way is the more appropriate within a given situation, are problems of major importance for the administration.<sup>1</sup>

As we move towards the progressive liberation of intelligence, as we consider the problems of society, to that degree will we be building community schools worthy of the designation. This means that all of the institutions of the community need to function together coöperatively in order that all of the values resident in the situation may be pulled into the open for consideration. The school has an opportunity to take the lead in bringing into being a wider range of consciously shared and reflectively considered group experiences. It will miss this opportunity if it does not extend its reach beyond the fact of building mere relationships. And so, within its own walls, and in relationship to its students, it will fail to achieve a proper community goal if its activities and processes do not bring into being experiences appropriate to the needs and interests of students at differing stages of development. Sharing and a common purpose that will help achievement in this direction all along the line are the crux of the situation. Then schools will rise to a realizing sense of the part they can play in the steady reconstruction of community life in the interest of extending the benefits of that life to all.

<sup>1</sup> The growing experience of the Benjamin Franklin High School in New York City which is frankly undertaking to become a vital force within the community will be of interest to all who tackle this problem. Thus far, it is significant that it has found use for its plant throughout the entire day and on into the evening; that it sends its students out to the community to participate in group celebration (presenting plays in English and German, English and Italian, etc.), and that it coöperates with organized agencies for the improvement of community life. It is also significant that the experiment is going forward in a large center of population, since it challenges us when we retreat to the rural sections to consider the problem of making the schools community conscious.

# Planning Education for a Community

Edmund de S. Brunner<sup>1</sup>

EDITOR'S NOTE: *Edmund de S. Brunner, of Teachers College, Columbia University, suggests a point of attack in the campaign to reorganize school and community relations.*

A. D. W.

**I**N PLANNING a program of education for American communities three assumptions are basic. These are:

1. Education, in the relatively near future, will include persons from the kindergarten age to older adults.

2. Whatever administrative units are evolved, education in the minds of the people will be on a community level.

3. The educational program, school or nonschool, will be based increasingly on a knowledge of the community and of the region in which the community lies.

It is the conviction of the writer that in achieving the knowledge called for by this third assumption little if any progress has been made. But coöperation by educators and social scientists, especially sociologists and economists, could rather quickly fill the existing gaps.

To attack the problem there should be made an integrated survey of the community and its school system undertaken through the coöperation of groups suggested above and preferably under the direction of a university but with full participation on the part of leaders in the community.

The objectives of this survey would be:

1. To determine how to reshape the various major aspects of the school system, such as administration, curriculum, supervision, and the like, in the light of the existing socio-economic and educational conditions in the community

2. To propose for the community itself an effective program of social, economic, and

educational development in the light of the findings of the integrated survey

3. To discover what part, if any, organized education has to play in implementing this program; what competence, if any, it has in assisting or influencing social change within a community over a period of years

The reasons for such a proposal lie in the inadequacy, from the point of view of the stated objectives, of much otherwise excellent survey work by educators and social scientists, each working separately in their own fields.

Practically without exception previous surveys of school systems have been woefully incomplete. They have emphasized only certain aspects. They have been limited by the practical and immediate interests of the school board requesting and financing the survey and have been compelled to center attention on the techniques of educational procedures. Therefore, there was little attempt to set forth an all-round program. No school system has been thoroughly examined especially in the light of its socio-economic environment.

Economic data, for instance, have been gathered for the purpose of estimating what the community could afford to pay for its schools but not with a view of using these facts in providing materials of instruction. The processes of building a revised curriculum have been developed with care, but the teacher is given no adequate guidance as to how to develop a "content for the courses consonant with the social needs and conditions of the community."

Similarly, social surveys, even the best, have studied the schools as a thing apart, a separate institution. Recommendations concerning education have been made without regard to the function, program, and financial structure of the existing educational system.

<sup>1</sup> In preparing this article the author is indebted to Professors George Strayer, Jesse Newlon, George S. Counts, and Harold Clark.

It is for this reason that an integrated survey is suggested, combining the techniques and wisdom of the professional groups and the indigenous leadership.

There would be reasonably complete sociological and educational surveys but these would proceed together and the implications of each for the other in terms of the total program would never be overlooked. There would be emphasis on major facts and problems and on their interrelationships rather than on detailed studies of each and every possible aspect of the situation.

Nor would the process stop with the end of the study. Rather, it would just begin when the full program for school and community was determined. The techniques of the physical scientist would be adopted. The school system and the community would consider themselves as laboratories. The surveyors would be compelled to watch the working out of their program, see where it was weak and why, observe the oppositions and difficulties and their causes, and continue to coöperate with local leaders in the community to the end that not only it might conserve the best of the work and achieve the most valuable phases of the program but also that the surveyors might grow in wisdom and grace in the use of their instruments when placed at the service of communities. For them, too, the proposal would be an educational project.

This proposal, if carried out, would make two contributions from the point of view of social and educational science.

1. It would look at the *whole* community and the way in which each phase of its life interacts with and influences other phases. This should prevent overemphasis of any one point.

2. It would subject the program of the survey to the continuing test of how it works in concrete situations surveyed over a period of years. This would involve in the survey stage, so far as humanly possible, looking not only at the past and present but attempting to envisage something of the future. It would enable quick adjustments in the program as new facts develop or new situations arise. It would effect over a period of years the coöperation of scientists drawn from various disciplines with those scientists concerned with practical administration of educational and social enterprises in the communities involved.

In brief, life in the 1940's will inevitably be markedly different from life in the 1920's. Education likewise seems to be facing far-reaching changes. It is believed that a project such as this in the 1930's could greatly improve the tone of education for some time to come from kindergarten to adult levels, and further that such a project would illuminate the question of the relation of organized education to social change.

In addition, the inclusion of the new and vastly important field of adult education and the consideration in the educational picture of nonschool educational institutions and forces would mark a new departure in educational studies.

# The School and the Social Agency

John Slawson

EDITOR'S NOTE: *Looking at education from a point of view that is not academic, John Slawson, executive director of the Jewish Board of Guardians, makes a convincing case for the fundamental changes in school practice which he recommends.*

A. D. W.

THOSE WHO ARE concerned with transforming the school, elementary or secondary, from a place where knowledge is acquired to an instrument for the acquisition of experience in living know that the real contribution of the school is that of personality enrichment. In considering the content of activities and studies in this type of school, it becomes evident that the medium for this enrichment is emotionally satisfying activity. It should be the type of activity that fosters self-expression in real situations leading to discovery of heretofore unexpressed and probably undiscovered potentialities and proclivities.

To those engaged in social work, it becomes apparent that the curriculum of the secondary school, which is dominated by formal courses of study with an emphasis on the verbal and abstract, frequently contributes to those maladjustments that become the concern of the social agency. The truant, the delinquent, the neurotic are the social consequences, more often than we are prone to believe, of an educational system that goes contrary to, instead of allying itself with, the primitive impulses of the adolescent, acting as a repressive instead of as an unfolding stimulus. Adult-imposed subject matter of little or no interest to youth, unintelligible to them on the basis of their own immediate experiences and interests, produces frequently not only the warped and emotionally thwarted adult in later years, but in a considerable number of instances has the immediate effect of rejection of the entire school situation by the pupil. Truancy has

been found by researchers to constitute the first symptom of the delinquent career in a large proportion of cases. Practically all studies that have been made on the etiology of juvenile delinquency point to the fact that truancy contributes to the first court arraignment (official delinquency) more often than any other transgression.

In studies of delinquent boys in institutions and elsewhere, it has been found by a number of investigators that "nonverbalism" is relatively more prevalent among delinquent than nondelinquent groups, that they differ much less, if at all, from the normal in the quality of the performance of concrete and nonverbal tasks than they do in the verbal and abstract manipulations. Mental hygienists know full well to what extent the ill-suited educational curriculum may contribute to the shut-in, timid, unsocial youth, frequently called "neurotic."

Among the real situations that could constitute the activity program of the students in the secondary schools are those pertaining to the rôle of social work and the social agency in the community. *The community program is nearly always an unplanned program.* Social agencies are born out of the efforts of individual groups who happen to become interested and concerned with a certain pathological situation in the community. The social services of an American community, therefore, become haphazard and the board members, who form the governing bodies of these agencies, not having been taught in their youth to think in terms of problems and needs, become concerned with the proprietary interests of the social agencies they represent. This results frequently in overlapping among agencies that is comparable to that of industrial and commercial enterprises characteristic of the ruggedly individualistic society. If in early years there had been an

introduction, through actual participation, to community needs and community planning, those who come to occupy positions of responsibility in the social agencies constituting a community-planned program would, as a result of an understanding at which they arrived during their school days, execute their functions of responsible leadership with greater intelligence, effectiveness, and social vision. And in matters concerning the public social agency, which is tax supported, they would help mobilize public opinion not on the basis of political expediency which is so inimical to good social work but in the best interests of the community.

It would be very fruitful, especially in the secondary school, to have a community council within the school functioning similarly to the welfare and community councils operating in the community at large. This school-community council would concern itself with the needs of the community served by a particular school. On this council would be represented the student body, the private agency operating in that district, such as the relief organization, the mental-hygiene clinic, the health agency, the leisure-time organization, the parent association, and the districts of the public agencies concerned with social-service problems in the vicinity of that school. Regular meetings held by this school-community council, at which decisions would be arrived at with reference to direct action or the fostering of legislation, integrated into the curriculum of activities of the school, would make the community of which the school is a part a living reality to the students of the school. Rotation of representation in this school council of representatives of the student body and parent association should be encouraged. Perhaps attendance of as many as possible of the student body not represented on the council proper at these meetings would give a substantial portion of the school population not participating in the action and decisions of the councils at any given time the experience of observation. It might be possible, of

course, to draw into the discussion the observing portion of the school population even at the council meetings. Recommendations from the school council might go either to the district community council or action might be taken directly by the school council on some of the less complex issues considered. Such matters as relief needs, leisure-time activity, industrial trends, the work of the socialized court, the clinic concerned with personality difficulties, the health units, and the visiting-nurse activities would become the concrete concern of this council.

By such participating action on the part of the school, in any given locality, wholesome and therapeutic attitudes towards the unadjusted person would be created, whether the unadjustment be that of an economic or a personality aspect, such as treatment versus punishment of the criminal, the problem of the insane and the factors in society contributing towards mental illness, the effects of the industrial situation in relation to economic need. The entire question of mental health and personality illness would be related to clinical and therapeutic concepts rather than those pertaining to punishment, vengeance, or mere custodial care. Such community councils properly integrated into the life of the school would contribute greatly to an intelligent and a socially minded adult population.

From such concrete concern with social pathology, manifested in the locality in which the school is situated, a sane, wholesome, and dynamic attitude towards social change would be created. At present, because of a stultified curriculum that concerns itself so much more with *status quo* than with change, that is so far removed from the social and economic controversies related to social change, three possible attitudes towards social change generally result. There may be a complete rejection of what was imparted through the artificially created educational channels, resulting in fanatical outbursts with an attempt to destroy quickly and completely the old social order. On the other

hand, there may result a ready compliance on the basis of habit patterns created by *status quo* educational processes—a dogged conservatism that defends what is and opposes what is new. A third reaction might be the indifference and apathy to which the American public is so frequently addicted as a result of the confusion created by an educational content out of harmony with the reality situation. Actual participation in the community life of the school locality would give live and dynamic content preparatory for social-change action on the part of the adulthood that in its youth had participated during its educational experience in the social planning of community life.

An interesting approach towards a realistic curriculum comes to mind, although the illustration is from a university and not from a secondary school. At New York University, Professor Frederic M. Thrasher engages in a research study, with the assistance of students, on social needs in a given locality, constructs a course out of the content of the study, and brings back the research findings and class discussion into the community council of that locality for the purpose of action. Thus the cycle of research study and action is completed. Studies relating to the effect of the motion picture on conduct, the effects of housing, leisure-time activities, and other studies of a similar nature contribute to the curriculum of the school as well as to the community-council action of the community.

A number of fundamental changes become necessary in the structural and functional set-up of the school system to make this reality experience of communal action possible on the part of the pupils and their parents. In the first place, the school personnel—teachers, principals, deans, and others—need to become mental-hygiene minded. The teacher would be required to concern herself with the total personality development of the adolescent youth constituting the student population of the school. The teacher has learned the meaning and importance of

physical health of the pupil, but he has not as yet fully comprehended the meaning of mental illness, of emotional disbalance, of personality sickness. The relation of educational experience to personality health is still vague in the mind of the average schoolman. Education, as a creative experience in self-initiating action with the implications relative to personality growth, is a concept unfortunately still shared by only a few in the school system. Largely through the work of the psychoanalysts, we know how important the emotional life of the child and the adolescent is and how much more significant it is for the child to develop emotional growth through creative individual and social experience than to absorb scholastic content. For the reality experience of communal participation of the adolescent in the secondary school to become a fact, the educational leadership in the school would need to understand the fundamental drives involved in such experience and the relation of it to personality integration.

Second, the educational leadership and personnel in the school system would, of course, be required to become social-service minded to make this reality experience on the part of the pupils possible. Economic, political, and social factors in the school locality, as well as in the general community, would have to be part of the apperceptive mass of the teacher himself. The meaning and need of social change, the impingement of political forces on community life, questions pertaining to social security and the consequences of a profit and acquisitive society should constitute the thinking and motivation of the schoolman. This would, of course, require academic freedom of a nature which at present is not at all attainable in practically all of the school systems in the country. It is difficult to conceive of a practical program of communal participation on the part of the school population in community planning without the freedom of thinking and participation in matters pertaining to communal and social change on the part of the

school personnel. Not only, therefore, is it necessary for the schoolman to concern himself with the total personality needs of the child, but also with his total life as a functioning unit in the home, in his leisure-time activities, and in his relation to the social forces operating, local and general.

Especially does the problem of leisure time become the concern of the schoolman. The present division of function between the school and leisure-time agencies, such as settlements and recreational centers, is not conducive to an effective functioning on the part of the school in the educational process. If education in the secondary school is to be a creative experience, the school being an important factor in the prevention of social and personality maladjustments, the leisure-time agency and the school as such must become one. What we now call "play" and what we now call "education" must become fused into one unit; otherwise the school and social life of the child is departmentalized to such an extent as to make an educational process concerned with total personality a fiction.

Third, the entire course curriculum in the secondary school, as well as, in all probability, in the primary school, would need to be reconstructed, broken down. The present curricula, as already indicated, are adult-made and imposed, uncreative, frequently abstract, and unrelated to the actual realities that are whirling so rapidly around the school in the process of social change. At present the school is practically always outside the stream of events. The reconstruction of the curriculum would have as its primary motivation the introduction of a program of informal activities that would be educative as creative expression in reality situations. All content learning would be subordinated to activities constituting the actual functioning of the community in its localized as well as its general aspects conducive to personality growth. The curriculum, therefore, be-

comes informalized, individualized, personality centered, communally minded, and yet purposeful—purposeful in that the activities lead ultimately to social ends through self-discovery on the part of those attending schools. The breaking up of the separation between leisure-time activities, school activities, the home activities of the children and their parents would be important factors in the creation of this reality situation.

Should the school be so constituted, it would then become one of the most important influences in the social functioning of the community. No policy shaped by any of the social-service agencies, be they family welfare, child care, mental hygiene, leisure-time, or political action, would be shaped without the definite imprint of the school through the representation of the schoolman. The schools today are very ineffective in making themselves felt in community programming or planning because they concern themselves with but a restricted and artificial segment of the community's life, frequently out of reach of reality. When they become concerned with the total personality and social development of the school-child population, they become not only important but probably the most significant contributors to communal action. This type of participation on the part of the school in communal life would, of course, be paralleled by the creative-educative processes that would be going on within each of the schools themselves through the operation of the community councils composed of representatives of the school population, both as participants and as observers as well as the representatives of all of the other important social-service agencies operating in the locality in which the school functions. There would, therefore, be an interaction between the school and society that would be reciprocal; the school in the life of society and society in the life of the school.

# Navajo Communities and Secondary Education

Allan Hulsizer

EDITOR'S NOTE: *The development of community areas with a reorganized school program, among the Navajo Indians, as described by Allan Hulsizer, supervisor of secondary education at Fort Defiance, Arizona, is a concrete instance of a dynamic school and community relationship.*

A. D. W.

COMMUNITY REVIVAL—for we have had real communities in the United States—will only come when there is widespread realization that we are in the midst of a life and death struggle for the preservation of our civilization and that the responsibility rests with small local groups. We have been prone to think of the United States as a great unbreakable trust company from whose certificates of citizenship each generation clipped its coupons leaving the running of it to the vague sanctions of far-off powers. We are learning that in reality "the Fathers" bequeathed us promissory notes towards a democracy which can only be cashed provided the individual citizens have gone forward in constructive living.

The key lies in each community. Signs are not wanting that community consciousness is arising. Not only is the Federal Government seeking to create self-conscious communities within an area, but here and there—and quite notably in Vermont—lay leaders are examining and recording the manysided needs of communities within an area or commonwealth.

One difficulty is that community development must come from within and without—from without through governmental aid and legal authorization, from within through leadership and guidance. Whether education can provide the leadership from within which will bring about coöperative planning by community leaders, educators, doctors,

social workers, and parents in developing a significant program for the secondary school and for the community remains to be seen. While we have given our right hand to democracy, with the left hand we have grasped something like syndicalism. Each profession, including the teachers', has become a syndicate which when asked for social coöperation for the common good goes into a huddle and comes out refusing on the ground of economic necessity or tenure of jealously guarded professional rights or unbending traditions. The leaders of these syndicates see in urban centers a rather adequate distribution of social service and on this observation they uphold standards and qualifications for the whole country which leaves upwards of forty million people in rural areas with nothing at all.

This thoughtful consciousness of the need to foster community endeavor is not confined to the United States. A number of "world powers" are not only promoting such activities among their own nationals, but they are seeking to develop local leadership and guidance among minority groups. Economic necessity may be very largely responsible but, socially, the results are valuable. To those in the Indian Service in the United States it is encouraging to note that the Netherlands in Java and the British and French in Africa are studying the problem of local participation and of community development. For one reason or another these governments have always had more local participation than has been common in Indian communities. The probable reason for this lies in the fact that the United States has wanted to do more for dependent people rather than less. The standards sought by services of the United States with minority groups have always been of

the best with the result that we are fifty or a hundred years ahead of the likelihood of securing intelligent participation by the minority groups concerned. Here and there, however, the recognition is growing that in a sense one cannot do anything for people. They have to do it for themselves. Whole minority groups have to learn to do by doing just as do our own children.

With our typical national assurance that literacy rather than education is the aim of schooling it is not strange that our "doings" have often been like those of Kate Douglas Wiggin's "beaver who started in to build a beaver-dam up three pairs of stairs in London." The recognition that in the minority group itself were educational forces—results of years of learning to do by doing—has come tardily. Needless to say, such recognition meets with opposition from the syndicalists who prefer to go ahead on the old lines with the right hand paying no attention to the left.

The new community spirit in the handling of minority groups is most significant in the present planning for areas on the United Navajo Reservations. To take the place of boarding schools, which tended towards family and community break-up, a large group of community areas are being developed. In the development of these areas local leadership is being consulted and the local day-school program is to reflect the coöperative planning being carried on for the whole community.

Mr. John Collier, Indian commissioner, insists that all the services of the Government touching the region work together in a genuinely coöperative community development. In addition to the Public Works and Irrigation Services, the Regional Soil Erosion Service under the direction of Hugh G. Calkins is taking an active part not only in undertaking reclamation of the land, but in teaching proper land use and in forwarding community participation in community areas adjacent to its projects. The New Mexico Association for Indian Defense is furnishing

a nurse for one area, and one of the State universities concerned has furnished a special tutor to direct the college work for Navajo Indian students studying forestry at the instance of R. M. Tysinger, Regional Indian Service, Regional Superintendent of Education. The Regional Medical Service under Dr. W. W. Peter is planning area clinics, while Sally Lucas Jean is acting as a coöordinator in charge of community welfare. Miss Jean has ensured greater participation in trachoma prevention, home improvement, and better baby care by directing a training school for one hundred Navajo young women.

There is practically no division between the activities of these various groups, but for organization purposes the needs of the community are conveniently put under four heads. A representative of any branch serves as community head or community chairman for any one of the four divisions.

#### 1. Economic efficiency

- a) Land use
  - Soil erosion
  - Range management
  - Forestry—community forests
  - Promotion of "balance in nature"; wild-life protection, etc.
- b) Irrigation
- c) Agriculture
  - Orchards, grafting
  - Goats for milk
  - Fodder storage
  - Animal selection and improvement of breeds
  - Grain selection and storage
  - Communal potato fields on mountains and communal storage for grain and roots
- d) Industrial arts
  - Community coal mines
  - Community corn-grinder
  - Community saw-mill
  - Improved rug making and other handicrafts

#### 2. Strengthening of family life and health practices

- Community laundry and bathhouse
- Hogan improvement
- Area clinics and nurse aids
- Baby care
- Trachoma treatment
- Food: preparation, care, storage
- Preserving meat and cheese-making

#### 3. Enrichment of life through the encouragement of good social practices and customs

(Various Navajo dances are accompanied by chants which are a natural emotional outlet and an art. They are related to spiritual qualities—the recognition of good and evil.)

Folkways relating to marriage, clan and family life

4. School for the young, for the adolescent, and the adult

The school program used to promote the life under the first three divisions and to ensure an education fitting for community and the modern world.

The Navajo is, perhaps, the tribe least dominated by an imposed European culture. It has natural and acknowledged leaders in practically every area. These leaders come forward to develop contacts. They sit down with the men and women of the community and the professional worker and discuss the program, not only in its present aspects, but in its relation to the future. There is every reason to think that these people will successfully adapt to the necessity of an increased population and a land depreciated in value due to erosion and overgrazing. At each crisis in its history the Navajo has made striking adaptations. When fur-bearing animals and bark clothing became no longer possible they adopted weaving. They adopted the sheep from the Spanish and rug weaving has been for years an economic resource. Their eight-sided houses with central ventilator are ideally adapted to their local climatic and other geographical conditions. Changed by necessity from roving brigands to sheep and goat herders they have successfully maintained economic sufficiency in many areas with little or no Government aid. It is for this last reason that any program of community work with these people should build on this capable independence—the ability to wrest a living from nature without wage systems or other highly organized economic procedures. This ability and the power of family life with the rich resources of a natural spiritual assurance are a great challenge to the very wisest leadership in dealing with the situation.

Furthermore, there is present the attitude

of thinking a thing out and doing something about it. The converse of this, of course, is the curse of our secondary education in the United States. Imagine a community similar to these Indian communities in which the high-school student and faculty representatives met with the mayor, a representative of the chamber of commerce, a county official, a representative of the women's club, and representatives of any other strong local organizations. Imagine the enthusiasm of youth guided and promoted by their more experienced elders. Instead of the usual free-for-all life of young adolescents with the necessity of an almost entirely negative part taken by elders, people would sit down and plan an affirmative creative program for their community. Various professional leaders could be called in to help. I can see the proceeds of the old fireman's carnival going towards the purchase of a community forest along the bank of a local stream which needs rescuing from modern commercial vandalism. Such forests would be in part sanctuaries for wild life and in part recreational opportunities. At the very least such a group planning its way would give the young people involved a chance to know of what their community is composed, and it may be that many of the older people involved would know more of each other's problems than they do now.

Community life cannot be reconstructed except by a constantly planning earnestly desirous group. It can be done by such a group if its plans rest on racial and historical institutions. A bit of vision, some creative effort, and we have a chance of passing on a republic built up of strong local communities. With our history and our aversion, at least philosophically, to a routinized life this looks remarkably like the only path away from bankruptcy and breakdown. It may be that the Navajo program dealing with a people who can still study and then do something at first hand in their own communities may offer an example to the nation at large of a planning, coöperative society.

# Health and Physical Education in a Community-Centered School

Lloyd B. Sharp

EDITOR'S NOTE: *The extent to which the physical-education program in our schools could be made instrumental in bringing about a more adequate use of the school program for community purposes is indicated in this article.* A. D. W.

**L**IKE PRACTICALLY all other phases of public education, health and physical education in our typical American community has developed in piecemeal fashion. There is little planned relationship of one part of the community recreation program to that of another. Each seems to have gone its own way. While there are some examples of coöperative action between agencies, for the most part their occasional coming together is forced upon them because of complications, unnecessary overlapping, and duplication of activities.

It is quite natural that in the community proper many organizations have sprung up, each wishing to render service to the educational, social, recreational, fraternal, artistic, or other needs of the people. These agencies are often of national instigation and have not arisen out of the particular need in this community of which we now, for the moment, imagine ourselves a part. We have, therefore, boys' organizations, men's groups, girls' organizations, women's clubs, betterment societies, business organizations, commercial recreation organizations, and others, all attempting to carry out their programs of recreation for the people in our little community.

Local governments have similarly followed a traditional program. So often it consists of keeping Tompkins Park fence painted, the leaves and papers raked up, and of installing the usual giant stride, swings, and other equipment. Municipalities have been most slow to understand the value of trained

leaders in community recreation. In comparatively few communities do we have a director of recreation employed to plan and carry out a year-round recreational program for the parks.

In each agency there seems to be a lack of knowledge and understanding of what the others are doing in community health and recreation. All are trying to serve the people or a certain, too often the same, group. There are only so many people in a community. The number does not change a great deal from year to year. It would seem logical that those agencies having similar objectives should work coöperatively.

There is often an attitude of superiority or a genuine fear of political pressure which prevents the school from taking its proper place of leadership in the leisure-time activities in the community. The school has lived a life of tradition. It has not taken the leadership in community health and recreation. These things have not been in the traditional program and the school authorities see no reason for putting them in now. School buildings have been erected according to traditional plans and patterns rather than to serve the needs in a certain community or neighborhood. The school boundaries have been marked by fences and sidewalks and too often we find that these boundaries also mark the extent of the school's recreational service to the community.

It is indeed clear that united action and community planning for community health and physical education is needed. Why has the school, the logical civic agency, not asserted itself and made the schools recreationally community centered? We need but to trace briefly the history and development of health and physical education in our schools to explain why.

When physical education was introduced into the schools it had to meet certain requirements set down by the school authorities. They said it should cost very little, require little or no equipment, and would have to be carried out in the aisles of the classrooms. Therefore, calisthenics and setting-up exercises spread through the schools as a new subject. Various modifications of the Swedish and German systems of gymnastics followed with the result that the play spaces in the school were filled with light and heavy apparatus. Play time was chiefly outside of school hours.

Athletics sprang up from sources outside the school, and gradually found its way into the school system. Popularity of some games and sports soon confronted school superintendents and principals with serious social, health, and economic problems. The community boasted of winning teams and supported them. It was not long, however, before athletic fans from the street and in business got too much control of the school athletics. Something had to be done. Athletic departments were created and coaches appointed. This resulted in better athletic teams and popularized various sports, but failed to reach the student of average ability or those who were physically handicapped. It made the good ones better and left the rôle of spectator to those who needed physical training. In recent years, appreciable progress has been made in working out a program of health and physical education in some schools which has added much to sports and has built up a sound, fundamental program of activities for all, suitable to the physical capacity of each student.

Courses of study in health and physical education tend to formalize the program. Play is expression and it cannot be handed out in paragraphs if it is to have real educational value. Teachers study and follow the course of study rather than study and play with the children. State laws in physical education specify the number of minutes per day and week, as well as other items. You cannot successfully legislate play.

The typical school program follows a very rigid hour and minute schedule. When the time comes for physical education, children are expected to play and follow the class procedure. The teacher knows that students have to attend classes and often takes advantage of the leverage. Mere compliance with the teacher does not necessarily educate students. Participation alone in exercises and activities in the physical-education classes does not necessarily mean a deep recreational expression. "Class attention!" orders are given and the students are expected to carry them out, whether they like it or not. Compulsory play is deadening. It curbs enthusiasm and stifles self-expression. "Class, fall out!" The teacher makes note of absentees, hangs up his whistle, and is done for the day. Though attendance at school is required, this does not mean that compulsory methods need be used in physical education.

The school program carries through until three or four o'clock, five days of the week except for holidays and summer vacation. What happens to the children out of school has not been sufficiently considered in most courses of study. Other organizations in the community lie in waiting until school is dismissed, or until week-ends, and then make a raid on the recreational sweet tooth of the child and engage him in activity without sufficient knowledge of what the child had done during school time. Sufficient account of the home and neighborhood life of the youngster has not been taken, nor of his physical-education work in school.

If Johnny is interested in certain activities not included in the course of study, he simply has to wait until outside of school hours to enter into them. Skating, fishing, swimming, horseback riding, marbles, bicycling, scooter coasting, craft activities, or whatever it may be, are not included in his school recreation program, and, of course, he does not receive credit for them. These very same outside-school forms of recreation are often the things he will carry on through life as his hobbies.

The testing and measuring program of

physical education is making its contribution, but at the same time, when not carefully used, it destroys the best results. Much of the work in posture training has failed to bring the results claimed. Too often there has been an attempt to correct posture defects by exercise, when there was not enough strength in the muscles of the body to hold the muscles in "good posture." Rest and nutrition are not given their proper places.

To bring about a school-centered community health and physical-education program, there must be community planning. Those agencies, public and private, serving the recreational needs of the people, should study the needs of the community and put into effect a coöperative program, using the schools as recreation centers. This counseling or planning commission could chart a community recreational course which would be all-inclusive. A new type of school building would be needed. It should have adequate play space inside, social rooms, swimming pool, clubrooms, craft shops, art rooms, library, and health clinic. This building should be built to serve all the people. Adequately staffed, it should be open all year.

In this new recreational program centered in the schools, adult leadership would be freely used. Many of the young men and women just out of school are excellent leaders in health and physical activities. We should use them.

More attention must be given to the recre-

ational life of the home. Families need to have the time to play together. Much in the way of play equipment can be placed in every back yard.

Camping activities should be made part of the regular school program. There is much of educational value in the camp program which the school should utilize. Every school center should have its camps. These camps could operate the year round. The school program could be arranged on some stagger plan so that the school buildings and the camps, and the other facilities, would be in use at all times.

Briefly summarized, the school-centered recreation program includes:

- A new concept of health and physical education
- A community recreation board bringing recreation organizations together for united action.
- A comprehensive community-wide leisure-time program with competent leadership
- A revised physical-education program based on natural play urges
- A new type of community school building, operating all year
- Utilization of leadership in community
- New type of teacher with community point of view
- Health center, with competent physicians in charge, located in the school, administering to the school and community
- Emphasis on home recreation
- Camps for schools and community
- Coöperation with other educational departments in the school center
- Coöperation with community agencies so that overlapping and duplication of effort are avoided

# The Place of Libraries in a Community Program of Education

Beatrice Sawyer Rossell

EDITOR'S NOTE: *One of the best means of promoting educational interest and activity in any community is, of course, the public library. Let us hope that its services will become more and more useful through the efforts of such leaders as Beatrice Sawyer Rossell, editor of the Bulletin of the American Library Association.* A. D. W.

THE PART WHICH libraries should play in a program of education, community, State, or national, is a question of such paramount importance in the eyes of library leaders that a year ago the American Library Association appointed a planning committee to formulate principles on which library planning for the future might be based. Since then, forty States and the District of Columbia have appointed planning committees or their equivalents, and a few have already submitted plans to their State authorities or undertaken legislative action as a result.

Although public libraries came into existence in the days of Julius Caesar, their checkered careers have usually ministered more to the man in the study than they have to the man in the street. Today, however, the working man and the housewife, the librarian who administers a public library, and the average citizen who supports it have an increasing sense of the social values inherent in the library in addition to its value to scholarship.

Several factors probably contribute to this change in their point of view. Life is less simple than it was and reading is essential if men are to grapple with the growing complexities which confront them. Time to read is no longer the privilege of a relatively small leisure class, but rather the mounting possession of millions of men and women who may use or abuse it accordingly to their in-

clinations and opportunities. Ability to learn through reading or otherwise is recognized as a characteristic of the majority of adults instead of as only the fruit of careful training in a minority.

Broadening the school curriculum has undoubtedly been reflected in the changing conception of the library also. When the writer recently visited a small library in northern Mississippi, she discovered that two copies of the *Victrola Book of the Opera* were kept in constant circulation among library patrons, partly due to an opera study club in the community and partly to the influence of a fine teacher of music in the local high school. Bird study is started in the kindergarten in this same community and approximately seventy-five books on birds are in almost constant demand. Wood and leather work are taught in the manual-training classes, and books on the subject help the pupils to develop skill.

Both schoolmen and librarians are more and more aware that the formal education of the classroom and the informal education of the library might well be administered coöperatively. Since 1926 the Southeastern and Southwestern Library Associations and the Southern Association of Colleges and Secondary Schools have worked in close coöperation to perfect a more adequate program of school-library service with mutually beneficial results, as Louis R. Wilson points out in his "New Objectives for Southern Libraries," published in the December 1934 issue of the *Bulletin of the American Library Association*. California has long coördinated its school and library organization, providing thereby some of the best school-library service in the country. An isolated community here and there has profited by the joint ad-

ministration of its library service to schools, as R. E. Wolseley reports Evanston, Illinois, has done in "Another Successful Partnership," published in the May 1934 issue of *The American School Board Journal*.

In the main, however, integration between the library and the school is still a problem to be solved. Solved it should be, however, by (1) principals trained in courses of school administration to recognize the value of the library and their responsibility in developing its maximum efficiency; (2) teachers who appreciate the relation of a well-organized supply of reading and illustrative material to the maintenance of student interest upon which successful teaching must be based; and (3) trained school librarians who have a basic knowledge of educational essentials, appreciate the purposes of the curriculum, and use their familiarity with books and library materials to supplement the work of principal, teachers, and pupils, individually and collectively. In *The School Review* for November 1934 Dr. Wilson discusses the methods and factors necessary for effective integration of library service with the school curriculum and also describes certain experiments through which it is hoped a higher degree of integration may be successfully achieved.

The rapidly developing field of adult education presents new problems which must be solved jointly by school and library if a community program of education is to function at its best. While the school or some other community agency may offer various courses for adults, the library may well assemble information regarding the courses which are available. Such a selective guide as *Educational Opportunities in Greater Boston, 1933-1934*, might well be published by the public library or by an adult-education council of which the public library is the center.

More than one city now has a council and through its library provides students with a clearing house for information regarding educational agencies and subjects which they

offer. A library furnishing such service should be able to tell not only what agency offers a desired course but what, if any, the fee would be, where and when the courses would be held, and what would be a class's or course's duration.

The desirability of such aid is obvious when one realizes that a guide prepared by the Cleveland Public Library in 1928 listed 395 agencies with 305 subjects taught in that city alone. A recent survey in Denver disclosed 60 agencies engaged in adult-education activities, open to the public and relatively free, enrolling 71,000 people. These were exclusive of FERA classes attracting approximately 11,000. Vocational, cultural, social and economic, recreational and hobby interests, music and the arts, parent education, literacy and citizenship were among the subjects offered. A prospective student might enter a study club, a discussion group, attend lectures, or have class instruction. The Denver Public Library has no interest in building up an entirely new structure for adult education, but does feel that it can make a definite contribution to the city's educational program if it can help those organizations now in the field with trained personnel to make their programs more effective in meeting the adult-education needs of the community. In Pittsburgh the readers' adviser at the public library has served as secretary for the local adult-education council, inviting prospective students to talk over with him, without charge, any questions they had in mind before undertaking a course of study. Agencies and courses listed in the Boston publication referred to, it should be noted, had all been investigated before listing and only a selected group were mentioned in the directory.

What the library ought to contribute to a community program of education should not obscure the contribution that it does make in ways which should only be strengthened in any development of its services. The community director of recreation who depends on the library for ideas ranging from rug

making to rhythm bands should still expect to receive such assistance quite regardless of the fact that he is enrolled for no formal study. The supervisor of a garden project, the farmer experimenting with crop diversification, the scout leader, or the music or art student should all continue to receive the same individual attention to their wants which millions of them are now receiving in libraries throughout the country. The chief need here is for more and better readers' advisers.

The business man who must keep abreast of rapidly changing industrial conditions must not be forgotten in a community program of education, although he may not have time for a class or course. His everyday needs are undoubtedly better met by a rapid reference service such as that offered by the Newark, New Jersey, Public Library than by any formal or informal course which he is much too busy to attend.

The municipal official is another who must be remembered. Cleveland, Chicago, New York, St. Louis, and many other large cities now provide special municipal libraries to answer official inquiries. Again the educational service is individual, but the city manager, the health officer, the sanitary district engineer, or the head of the fire department may be more or less of a community asset or liability depending on the provision made for him in a community's educational program.

Hospital patients, prisoners, the physically or mentally handicapped, and the blind are all special groups in the community now being served by libraries, who should not be neglected in the future. Advisory service and books especially adapted to their needs should rather increase the "educational" service offered them—in a very broad meaning of that term.

Not every library can have on its shelves books for every one of these individuals or groups just cited, but a trained librarian will in the majority of cases know where such books may be obtained. For the benefit of these individuals, the Detroit Public Library

has recently decided that many of its assistants who came in contact with the public must be of reader-adviser caliber. It would undoubtedly be well if all libraries in the future could come to similar decisions. More readable books, much simpler in style, will also be needed if these readers' advisers are to fulfill their function satisfactorily for the majority of the less educated people who come to them. Lectures and class leaders for the discussion of books are being offered by some libraries in coöperation with other community organizations and might well be offered by others. Consultation and classrooms are now rarely made available, but are advocated by library leaders for the convenience of individuals and groups coming to the library for educational purposes.

Where several million young people out of school and out of work fit into this educational program to be developed by the school, the library, and other community agencies is a question which neither the library nor any other single agency in the community can answer by itself. The needs of these young people will undoubtedly be reflected as are the needs of their elders in growing numbers of educational programs, programs which should be coöordinated. Perhaps those concerned with an ideal educational program will take a leaf from the experience of Radburn, New Jersey, that planned community for families of moderate incomes where a citizens' association serves as an open forum for discussion of educational, social, and recreational matters, fosters coöordination where that is in the interests of economy and efficiency, and tends to avoid wasteful duplication of effort.

Radical changes in organization, administration, and support based on extensive investigation and experimentation will need to be effected before the library can make its full contribution to a well-rounded educational program in most communities of the United States. The small or rural community of the future will probably receive its library service from a regional system cover-

ing a natural area of interest, irrespective of city, county, or possibly even State lines.

In place of the six thousand or more libraries now functioning which leave approximately forty million people without any public-library service and forty million more with very inadequate service, a comparatively few large regional systems—say five hundred—will give better service to all the people of the nation than is now available in any but exceptional cities and counties.

Whether it is in a small or large community, the ideal library will closely coordinate its services with those of other libraries in its vicinity, whether these be school, college, university, or public. Denver is now attempting such coordination for all the libraries in the Rocky Mountain region. Cleveland, Ohio, and Nashville, Tennessee, are other cities which are making definite progress in this direction. England, it should be noted, has so mobilized its book service of all types that except in three counties library organization is so unified that the most isolated student can borrow as readily from a remote public or university library as can a resident in the library's immediate area.

The support of library service, whether school, college, or public, will have to be far more generous than it is at present, if students young and old are to have an adequate book supply. Federal and State aid will probably both be needed to supplement support

which is given locally, at least in the case of the public library. In the "prosperous days" before the depression, it should be remembered that public libraries received only one and two-fifths cents of the tax dollar; now they receive even less. Yet no more economical book provision could well be provided than a good public library offers its community, as Springfield, Massachusetts, demonstrated a few years ago when it reported that residents of Springfield read approximately \$35 worth of books per inhabitant per year, at a per capita cost of ninety cents.

With better support must also go higher standards of service, a library staff more social and less academic in its education and outlook, a system of certification which will ensure to an adequately supported library adequately trained personnel.

To paraphrase the words of the American Library Association's Planning Committee, the library in a community program of education should be a social institution cooperating with all agencies and forces concerned with community welfare and progress. It should give highly specialized service to the few; it should never forget in a democracy its obligations to the many. It should work increasingly with community groups. It should always remember that its special province lies in its relations with the individual.

# Community-School and School-Community in Music

William W. Norton

EDITOR'S NOTE: *The purpose of a community in which school pupils, parents, and others unite in choral and instrumental musical activities is a stimulating one. Here is perhaps one of the most effective ways of bringing about the desired relationship between school and community. The author is executive and music organizer for the Flint, Michigan, Community Music Association.*

A. D. W.

FOR MANY YEARS the general thought of laymen and even that of many of our educators has been that the school and the community were two distinct and even separate entities. Particularly has this been true as far as the educational program was concerned. The school has even desired to be apart from the community instead of a part of it. The teachers have been told that any service rendered outside of the classroom was a personal affair and of no concern to the school and its board of education. Traditional pattern dictates, however, that it becomes their concern when such activity seems to interfere with the duties of the classroom. Frequently the only community concern of the school executive and his teachers centers about public or private opinion expressed either for or against the schools. Sometimes this interest is prompted solely by concern for professional security.

In the field of music, with its extensions in almost every phase of life, we have an unusual opportunity to develop a worth-while integrated program between the school and the community. Music is not hampered by differences in religious faith, political affiliation, race or social position, and even differences of age are sometimes only a minor handicap. Those who are working along this line are groping and experimenting. Some are very much encouraged by results, while others are discouraged either

by community leaders or the school authorities. Augustus D. Zanzig in his book *Music in American Life* offers many suggestions for thinking through to a new community educational concept.

In order to have coöperation between school and community on a correlated and integrated music program it is desirable to have the approval and enthusiastic sanction of those with whom this coöperation is to be worked out. These are the superintendent of schools, principals, music supervisor and music teachers, choir directors, ministers, orchestra conductors, and some representative from every type of music activity in the community, including private teachers.

The collaboration of these various interests might result in the organization of a group which could serve as a clearing house. It will need an executive and music organizer with office assistance for cities or large towns, while in smaller places the school music director may be able to add to his schedule. Although the schedules of many school music directors are probably already overloaded, the community music program may be far more important than many present-time engrossing activities. In some places the organization has been called the Civic Music Association, though not functioning definitely with the school-community ideal in mind. The Community Music Association is another name used. The name is not essential.

With the initial organization set-up, what are some of the ways in which this coöperation may function? Practically all schools have some type of vocal or choral program which should be graded from general chorus singing, through opera production, special mixed choirs, male and female choirs or glee

clubs, to the smaller vocal ensembles. What type of choral activity is there in every community with which all might coöperate in a correlated and integrated program? Church choirs may furnish one possibility particularly if the adult choir is properly organized and has as its director a trained musician who possesses a spirit of coöperation. It is assumed that the high-school music teacher in charge of the school choirs has a definite syllabus which includes the best sacred music of the various periods and schools. This might develop a desire for membership in some church choir. In turn, if the choir uses cheap sentimental twaddle for its anthems the possibility of coöperation is destroyed. On the other hand, if the choir director knows and uses the best literature and if it is presented well, students will seek membership in the choir. This membership may take place during high-school days or in some cases may be postponed until graduation. Where the choir directors are organized into an association for the solution of mutual problems, it becomes easier to deal with a large number of groups. Choir festivals can render a definite service. The schools could assist the church choirs' function in this community by ascertaining church affiliations out of which the invitation to some church choir might come.

There may be a city-wide choral union, or community chorus, into whose membership high-school students might be admitted on probation (as a protection against straining a young voice when enthused with adult singers). In the larger cities there may be a mixed chorus connected with some mercantile establishment or industry in which the employees and their families find membership. Such choruses confined to male voices exist all over the country. A similar situation may exist with a lodge glee club, Masons, Elks, or Foresters. If the commercial interest can be made incidental rather than primary, a definite service can be rendered by this type of group. Unfortunately, the directors of these groups are not always

interested in social values or education even in its broadest sense. The school-community correlation need not be in a common repertoire, but there should be coöperation in a common purpose.

In the instrumental field we frequently find in the small town that the high-school band or orchestra is augmented by some players from the community, who are interested musically and also seek the social values of such participation. The "school" group becomes the town band or orchestra. In the larger places there should be a civic orchestra and band maintained on an amateur basis where high-school students may be allowed to "sit in" on probation. Church orchestras may form a definite part of this community-school plan. An American Legion band, firemen's band, policemen's band, Salvation Army band, post-office band, Polish band, and Hungarian orchestra all have a place.

If the schools promote small chamber-music groups in addition to the large bands, orchestras, and choirs, a love for this fine literature may carry over into home groups and neighborhood participation in a very practical way.

Holiday celebrations, Thanksgiving, Armistice, or Memorial Day, furnish opportunities for community and school to work together musically. Then there is the Christmas period in which school groups and all community music groups may coördinate their city-wide observance. The teaching of the folk songs and dances of other nations to our American youth and adults would be mutually valuable to citizens and to foreign born in the program of Americanization. These future citizens have much to contribute to American civilization.

The observance of National Music Week, the first week in May each year, furnishes opportunity for every community and school group to feel itself a part of a great cultural experience. The inspiration of joint endeavor in festival programs has values little appreciated by some schoolmen.

The public library could participate in the

program with books on music, and more particularly with the lending of musical scores to various groups and individuals. There is little reason why a "loan" collection of instruments could not be organized in many communities.

The local radio station can contribute to the community music program. A series of music-appreciation programs can be broadcast in weekly or fortnightly fashion, using practically every musical group in the community and school, and both vocal and instrumental soloists, preferably in an auditorium.

In every parent-teachers association should be a "mother-teacher-singer" group and a "father-teacher-singer" group where practical. Many opportunities will arise for joint programs with the school groups and even joint numbers. Once a year for special anniversary purposes, the boy scouts in the school-music units may be organized into a scout band. This has been recommended by various scout executives as a better plan than maintaining a permanent group which is apt to conflict with school bands. These possibilities should be recognized by the director of music in the school.

Civic opera is a worth-while coöperative development when a competent and experienced producer is available. It may be related to the schools as listeners and produced in one of the school auditoriums. While the schools may be producing light operas of the Gilbert-Sullivan type, the more mature voices of the community may

produce *Aida*, *Faust*, *Cavalleria Rusticana*, *Shanewis*, *Carmen*, *Martha*, and *Il Trovatore*, with either an imported cast or local soloists if proficient.

In the regular music appreciation or music-literature courses in high schools local soloists and ensembles might be willing to contribute with music and comments.

As a matter of promoting the entire morale of the arts it has been found helpful to have hospitality dinners each fall at which event new leaders in music, drama, and art are welcomed to the city by representatives of various civic groups. The idea can start out in any one of the fields of art. This tends to stimulate interest and to give encouragement to those active in respective art fields.

These suggestions are made from an experience in trying for some fifteen years to embody them. It must be confessed that the whole idea was conceived not by an educator but by a layman, an industrialist, who saw the community as a whole, the need of a community school and a school community. The new spirit in the modern conception of the function of the secondary school may be the most difficult philosophy to have fully understood by the layman, the school-board members, and the school executives alike. Willingness for all parties to forget personalities and work for a common cause is the crux of the most delicate adjustment for genuinely sincere action. Complete trust is essential.

# Recreation, the Schools and the Community

Eugene T. Lies

EDITOR'S NOTE: *It is encouraging to have indications of progress pointed out by one whose knowledge justifies confidence in his statements. We are stimulated to increase effort by the hopeful tone of the following article by Eugene T. Lies of the National Recreation Association.*

A. D. W.

IN 1933, 138 boards of education or other school authorities were reported administering year-round community-recreation activities, as contrasted with 227 playground and recreation commissions, boards and departments, and 293 park commissions, boards, departments, and committees. Although this may be the fault of our Topsy-like community planning, nevertheless 138 cities are a negligible number compared to the number of boards of education in the United States. By and large school authorities have not taken community recreation very seriously. Apparently it has not been received by members of boards or by superintendents as a school function comparable in urgency to arithmetic or grammar. The reasons for this neglect need not detain us except to say that most boards of education have considered their functions to be limited to instructing children along traditional lines within the school building. In a sense the achievement of the community school as it affects recreation must wait on an enlarged conception by the school of its community functions.

The schools with their excellent physical plants are in the position to make a major contribution to community recreation. But too many systems have thus far been blind to their great opportunity. For twenty-five years the National Education Association and numbers of educational leaders have been urging the larger use of school proper-

ties for recreational, cultural, civic, and co-operative purposes. The increase in unemployment and in the free time of the employed during the depression, as well as the general increase in leisure, have augmented the chorus of demand for such planning. The sentiment grows, but the practical expression of it is restricted to a few communities, and in many of them it has come not through the initiative of the schools themselves but because of a strong public demand created outside of the schools. Such minor considerations as the cost of janitorial care, lighting, and heating have all too often been allowed to block the wider use of school plants by the very taxpayers who pay for them. In many cases very high rentals make the use of schools impossible for outside agencies.

A fundamental fact which must be recognized is that it is extremely unlikely that any program for community betterment will attain full stature as a minor side issue of some other enterprise. It is incredible that the library movement could have attained its present strength as a minor responsibility of the English department of the public schools. Where the attempt has been made to develop community recreation as a side issue under physical education or some other department of the school, only very limited success has been attained. Where community recreation has been in the hands of park or recreation commissions whose *raison d'être* is recreation and solely recreation, the movement has progressed much more satisfactorily. When forced to economize in recent years many schools have promptly cut out the recreation program as the first thing to eliminate. *Until the schools have a different conception of the importance of recreation, that*

*is to say a different concept of "education," they are not likely to show leadership in it.*

#### WHAT IS HAPPENING

The situation is not totally discouraging. There are some bright spots. Milwaukee offers one of the best examples of the larger cities which approach the ideal of a community school. Here the extension division of the school system conducts seventeen centers which in the season 1932-1933 recorded total attendances of 1,016,483. The activities included indoor sports, dancing, forums, lectures, recitals, entertainments, dramatics, choruses, bands, orchestras, parties, handicrafts, classes, and table games. The breadth of the instruction program is indicated in the following listing of classes:

Applied arts	Preparation and serving
Beauty culture	of food
Dressmaking	Remodeling of worn
Furniture making	garments
Home care of sick	Leather tooling
Lip reading	Metalwork
Knitting and crocheting	Needlework
Lampshade	Plaquework
Miniature aircraft-	Reed-furniture weaving
construction and fly-	Rug making
ing	Sewing
Patchwork, quilts	Textile painting

The nonclass activities have a similar broad range.

That the Milwaukee community-center attendance is representative of the population is shown in the following analysis of the participants. The individuals served were: native Americans, Argentinians, Chilians, Cubans, Germans, Indians, Negroes, Armenians, Austrians, Belgians, Danes, Egyptians, Filipinos, Finns, Italians, Irish, Croats, Serbs, Mexicans, Poles, Portuguese, Russians, Swedes, Syrians, Turks, Ukrainians, and others.

In addition to the indoor activities, the extension division conducts throughout the year an extensive outdoor program for youth and adults involving organized sports under what is known as the Municipal Amateur Athletic Association. In 1930, upwards of

1,000 teams with over 12,000 members participated in meets, in addition to other large numbers who enjoyed themselves in less formal ways on the playgrounds and athletic fields. The areas used were 19 playgrounds throughout the year and 34 in summer; 8 athletic fields, 9 large baseball diamonds, and 30 tennis courts.

The outdoor activities are conducted in the public parks and playgrounds which have been developed and are maintained by the park department and the department of public works with which the extension division of the schools closely coöperates. The park department administers some of the athletics, public golf, swimming, and tennis on 84 courts. The department of public property directs some of the baseball. The responsibility for the development and extension of the park and playground facilities does not rest on the schools.

The social effectiveness of the Milwaukee program is seen in the fact that delinquency and crime among the youthful population have been reduced to a minimum. The mayor has on several occasions attributed this and the city's low burglary insurance rates to the effective recreation program.

#### OTHER CITIES

The Cleveland schools offer two types of community centers, those conducted directly by the board of education and those operated on a rental basis by settlements and other agencies. The agencies pay moderate rates for the use of the gymnasiums, auditorium, swimming pools, recreation hall, classrooms, and other facilities utilized in their programs. Experience over a period of years shows satisfactory relationship with the board of education in the conduct of the centers. The advantages that the schools offer to outside agencies are principally in the superior adequacy of facilities and space, enabling the agencies to serve large numbers of people at small capital cost and low operating expense. The disadvantages were found to be the formality and absence of charm and inti-

macy of the school building, the difficulty of securing coöperation of teachers and officials in some cases, the rigidity of board of education rules in others, the unavailability of some of the schools during part of the year, and the unsuitability of some of the school architecture to activities.

The conception of the Cleveland school authorities as to their school centers is admirably pointed out in one of their bulletins as follows:

The Community Center is the People's Clubhouse. It is sponsored by the Cleveland Board of Education with the advice of the neighborhood for the use of adults. Each schoolhouse thus becomes a prospective center where the folks whose formal education may have ceased gather to continue through the medium of recreation their education in a more formal way during their leisure hours.

The motto for the Cleveland community centers is "Of the people, by the people, for the people," and indicates that a good deal of responsibility for the success and operation of the centers depends upon the active interests of the responsible groups in the neighborhood. Their efforts are engaged to develop membership in the center's clubs, their wishes are sought in the creation of new clubs, and their influence is necessary in maintaining a satisfactory administration of activities.

A fully developed center with its gymnasiums, auditorium, and clubrooms filled with groups pursuing various kinds of athletic, musical, dramatic, social, and artistic activities becomes a veritable "people's university" for the neighborhood. Such a place offers a splendid opportunity for folks to keep abreast of the times, to maintain their efficiency, and enjoy social contact with their neighbors. Such a center serves many of the purposes of the old New England town meeting in that it offers people, usually separated by religious, political, factional, or social ties, an opportunity to meet on a common basis to consider the needs of their particular "end of town." The final development to which a real live center could aspire is unlimited. It is up to the people themselves.

The Cleveland schools also conduct an efficient summer-playground program, the attendance at which increased 106 per cent between 1924 and 1930.

In Detroit the board of education itself does not conduct community centers but looks to the department of recreation as its

"functional arm" although the board also grants permits to special groups for use of facilities. It grants to the department of recreation seasonal and yearly permits for the use of specified facilities in schools chosen by the department which in turn provides a director for each center. All applications for the use of gymnasiums, auditoriums, classrooms, etc., in such schools are passed upon by the department, thus preventing confusion. The department is also given the free use of a large number of playgrounds and athletic fields throughout the year.

In Los Angeles three public departments—the school system, the department of playground and recreation, and the board of park commissioners—offer community-recreation opportunities. Though separate entities, they maintain helpful coöperative relationships. The park commissioners do not employ leaders but put their facilities at the disposal of the other two public agencies. No charges of any kind are made by the board of education for the use of the school facilities by others except where an organization exacts an admission fee for entertainments, concerts, or other activities. This is a rather unusual practice among the school systems of the country.

The foregoing cities have been cited as examples of the varying practices among American cities with respect to community-recreation service. As far as school administration of community recreation is concerned, Milwaukee is at the present time leading the procession. The Cleveland schools offer a partial community-recreation program, the department of parks and public property also conducting an extensive program. The Detroit schools recognize the need of community recreation but delegate the carrying out of the functions to the recreation department which is separately financed. In Los Angeles three departments coöperatively function in the community-recreation field. It is impossible, of course, for the small community to duplicate these services.

Nevertheless, the small school in the small community can make its contribution too. Unfortunately, in far too many instances it does not.

#### BASIC CHANGES NEEDED

Under what conditions may the schools be expected to take the problems of community recreation seriously? The start must be made with the selection and training of principals and teachers so that the schools may have as leaders individuals whose personal lives are recreationally rich and worthy examples to children. Second, there must be exploratory devices to discover pupil aptitudes and interests in music, crafts, drama, and other forms of recreation. Third, the curriculum must be reorganized to include ample instruction in the skills of leisure. Fourth, the creative atmosphere which has been achieved in a growing number of the more progressive schools must be extended to all schools as rapidly as possible. Fifth, within the school program there must be given large opportunity for recreational experience as well as instruction in skills. Sixth, there must be specific encouragement and guidance in the field of hobbies and avocations. Seventh, and this is basic to all the others, the entire educational scheme must be readjusted to the demands of an age of coöperation and collectivism as against the old pioneer individualistic concept. And to be realistic today *the schools dare not be blind to the fact of growing leisure.*

If this philosophy of recreation becomes a reality in our school system it should follow that the schools will find their function respecting community recreation. In cities where no other competent municipal agency for recreation exists they can take the positive leadership that has been exhibited in Milwaukee. Such a field is open to them in thousands of communities. In other cities they can coöperate to the full by offering the use of their facilities to responsible leaders and by having representation in recrea-

tion commissions and councils. Most independent recreation commissions today include one or more members of the school board. In Pennsylvania the State law requires that recreation boards shall include two members of school boards.

Whatever the administrative plan for community recreation, there should be a board of laymen and laywomen responsible for its policies. Since what is commonly embraced under the term recreation by no means covers all the demands of leisure, every community should have a council of lay representatives from the boards administering museums, libraries, adult-education programs, schools, recreation commissions, and the private leisure agencies. This should serve as a clearing house for the whole leisure-time development of the community.

Under an ideal community education-recreation plan, more school training will be conducted in parks, libraries, museums, city halls, potteries, and other centers, and there will be more of an exchange between the agencies administering recreation and the schools. Parent-teacher associations could fill a more vital rôle in recreation as a link between the school administrators and the community. As an outgrowth of the enlarged importance given to recreation all new schools should be designed for recreational purposes as well as instruction of the more academic type. And the schools at large should develop a genius for instruction by creative and informal methods, designed to meet the needs of individuals who find themselves in certain situations rather than simply by subjects.

Based upon a clear understanding of the possibility of human "growth everlasting," to use Walter Page's expression, the schools can, if they will, contribute much to the process of making life in any community a grand and glorious adventure. They can help to make larger leisure somewhat synonymous with larger living.

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# The Beginnings of a School-Centered Community

F. H. Bair

EDITOR'S NOTE: "Secondary education can proceed no farther than an aroused adult mind will allow." How to arouse the adult mind is the theme of the following discussion by F. H. Bair, superintendent of schools at Shaker Heights, Cleveland.

A. D. W.

IT IS IMPOSSIBLE, in discussing this subject, to deal with real conditions; the nearest one can come is to treat "Administration Towards a School-Centered Community." The American community will have to muddle and fight its way a sickeningly long distance from where it is at present before it can fairly be said to be "centered" in anything, at least in anything akin to the germinal principle of the school.

There is an ancient Greek fable which tells how an infant in his cradle was set upon by a pair of giant serpents placed there by persons who glimpsed what such a child would do to themselves and their kind if he reached his full stature. The plot miscarried; the infant strangled the snakes and grew up to be Hercules.

The school is the potential Hercules of any democratic conception of society. The school, *in idea*, sets human values above all others. In idea, it has none of the limitations that appear in its tentative, imperfectly imagined, and starved beginnings in the typical public school. It is not, for example, preoccupied with the immature, but is concerned advancingly with growth through maturity, indeed, to be phrased simply, from the cradle to the grave. It is not limited to the academic, to books, to buildings, to classes, to "courses," and "curricula."

When we speak of the "American community" at present we mean the American chaos. Whether we are considering the hamlet, the metropolitan cluster, or the Nation as

a whole, we encounter not a community of action but confusion and the opposition of interests, of philosophies, and of values. What we refer to at a low temperature as "community" would, above the boiling point, be civil war. Nor is this confusion confined to opposing groups; it exists in its most paralyzing form within our individual lives. Our own minds are unexplored wastes of inconsistencies.

The plain fact is that America, while rendering lip service to democracy or the common welfare, has been engaged in a free-for-all race for special privilege. So long as we had an empty continent, increasing population, and unlimited foreign markets, we entertained an illusion that there was room for both of these opposed ideas. We have been so busy getting on that we gave little thought to where we might get off. Since 1929, we have begun to suspect that the entire round globe is not spacious enough to harbor these two antagonistic concepts. We even begin to apprehend that, when special privilege engulfs the common welfare, everybody, even the winner, loses. One or the other of these ideas must come out on top—must dominate our economics, our politics, our social attitudes and action, and, inevitably, the aim, extent, and method of our education.

The brute fact of the depression is that we are called upon to think, and the amount of thinking, wedded to experimental action, which we begin to be aware of as inescapable, appalls us. We are, to say the least, out of practice. To date it would appear that, as a people, we have been too dumb either to educate or to govern ourselves. It is a critical question whether it is not now, as conditions stand, too late—whether we shall now

be able, with any greater prospect of success, to do either. In this sense, all the world's a school and all the men and women merely learners. In this sense we have a real, a grim, a school-centered community.

The weakness of our position as a going concern lies in a lack of fundamental integrity. By integrity, I mean a whole-hearted commitment to some plain, consistent principle of human relations by which we can steer our lives. We cannot go on indefinitely as a house divided against itself—a sort of continental Jekyll and Hyde. We are now making the trial whether we can move through difficulty and discouragement in the direction of a more effective and humane democracy, or must be carried towards the further entrenchment of a plutocratic oligarchy.

The direct way for the societal school to proceed lies in an inquiring, persistent, and penetrating analysis of the American community as it is at present found. For a picture of one American community, we must face and digest *Middletown*; for elements in the collective American community, *The Report of President Hoover's Commission on Social Trends*. Both will help. They are studies to which every one refers glibly but which nobody really reads. My point is that the first step towards dealing with the intelligent refurbishing of our own minds is to envisage the community as it is now, steadily and realistically. And the pictures from which we operate must be more than journalistic snapshots; they must be X rays, mercilessly penetrating beneath surface shows.

The great extension of the administration of public education at this juncture lies with adults. This is not to say that high-school education does not demand radical reform in the same direction. But secondary education can proceed no farther than an aroused adult mind will allow and, in the matter of arousing the public mind, the end of our national joyride was the beginning of our national schooling. Only *in extremis* will man use his great brain.

In our own neighborhood, this extension to what some one has fitly styled "addled education" takes the form of a "Course in Public Thinking on Current Affairs." The course is conducted jointly by a teachers association, a parent-teachers council, and the board of education. The teachers take the initiative and the three organizations share the expense. Something of the technique is worth a word. The work breaks into a series of central themes; e.g., "Backgrounds of the Depression in the United States." Treatment of such a theme proceeds in three stages: (1) an expository lecture, outlined in mimeograph form for all who attend, with simple bibliography; e.g., "A Hundred-Year Approach to the Depression"; (2) one week later, fireside discussions, in which the community meets in groups of ten or fifteen, in homes; (3) open forum, the third week, with the original lecturer acting, when possible, as chairman, and discussion proceeding from the floor.

This technique was conceived to support a very vigorous and flourishing modernizing of the social-studies program in the junior and senior high schools. The two movements proceed simultaneously, reinforce and stimulate one another.

I cannot emphasize too strongly the critical necessity for such work; it is the heart of the "school-centered community" at present. As far as necessary administered or encouraged by the teaching group, every adult community in the United States should be on the march, intellectually, if we are not to be run down and left hopelessly behind in the great movement of our time.

"That puny rebel, the schoolmaster," as H. G. Wells calls him, might appear at the moment to be hopelessly far out on the longest limb in his history. The present crisis, on the other hand, may emerge as a clarifying and turning point for democratic public education in a new and brilliant advance. The great need is for the American people, shocked out of their indifference, to make up their mind *what we are educating for*.

# Integration and Transfer in the Junior High School

Rachel Salisbury

EDITOR'S NOTE: *Miss Salisbury of Milton, Wisconsin, stresses once more, and we think very effectively, the importance of intelligent cooperation on a scientific basis among the teachers of various subjects in the junior high school.* A. D. W.

THOSE PROGRESSIVE ADMINISTRATORS and teachers about the country who are experimenting with integration programs find themselves frequently talking in the half-forgotten vocabulary of transfer of training. With the shift in emphasis from mastery of subject matter to success in problem-solving, learning habits have come sharply into the foreground. Educators are asking seriously, "To what extent can we depend upon methods of work learned in one situation to be transferred by the pupil to similar situations without reteaching?"

In the traditional curriculum the teacher of mathematics was aware of distinctive learning processes, the successful practice of which ensured achievement in mathematics; whether the same learning habits were useful in history he hadn't even wondered. The history teacher came to prize certain study habits as important to success in history; whether those same study habits were ever drawn into use in mathematics he hadn't the slightest idea. Many a worthy pupil has held stoutly that a composition for his English teacher and one for his civics teacher had nothing whatever in common. Heretofore, a student taking four subjects in high school has been like a child at a county fair carrying four balloons in one hand. There was simply no question that they were mutually exclusive.

But when a single teacher begins to handle mathematical problems in the midst of a history contract, or to run a brief scientific experiment preliminary to an important term paper in English, he begins to wish for a

substratum of learning skills upon which to depend. He begins to wonder whether there may not be certain fundamental study habits which, if once taught, will serve the pupil in several different parts of these comprehensive problems in the integrated program. He himself begins to generalize regarding learning and finds himself asking not "How much Latin do you know? Can you speak Russian?" but "How well can you learn a foreign language?" He implies that a pupil who has been taught how to study Latin is already equipped with a method of learning Icelandic or Turkish or Russian or Spanish or any other language that has a grammar, syntax, case endings, and inflections of the verb. In other words, a long dormant belief in transfer is stirring itself to meet a need.

In fact, educators are no longer asking "Is there or isn't there any such thing as transfer?" but are inquiring rather "What classroom practices are likely to have the widest transfer, and what are the conditions under which it may be expected to occur?" There is a definite reaching after teaching methods and learning methods that will be of maximum use in the pupil's business of educating himself progressively. "Everything else being equal, that method of instruction is best which secures a maximum amount of spread."<sup>1</sup>

Strangely enough no one has ever denied the transfer of those native skills commonly called intelligence. Important educational studies<sup>2</sup> and common sense both testify to

<sup>1</sup> A. S. Barr, *An Introduction to the Scientific Study of Classroom Supervision* (New York: D. Appleton-Century Company, 1931), page 166.

<sup>2</sup> E. L. Thorndike, "Mental Discipline in High School Studies," *Journal of Educational Psychology*, 15:1 (January 1924), pp. 1-22; 15:2 (February 1924), pp. 83-98.

L. M. Terman, "Mental and Physical Traits of a Thousand Gifted Children," *Genetic Studies of Genius*, Vol. I, Stanford University Press, 1925.

the fact that the pupil who is notably superior in one thing tends to be superior in all; and that the pupil who is notably dull in one tends to be dull in all. Yet in the rugged individualism of the usual curriculum we often find pupils who succeed in one form of mathematics only to fail in the next because in the first course rules were mastered without being understood and the pupils could not re-apply them. A reading expert<sup>3</sup> recently accused elementary reading of failing to prepare pupils for advanced study because most current reading methods do not ensure transfer. Pupils who read glibly enough in highly colored readers fail to understand what they read in geography, arithmetic, and hygiene because they have not been taught to see any connection between content subjects and their reading lessons.

The very simple key to teaching for transfer is giving practice in applying a rule with different types of material and in different situations until the pupil sees the principle of the thing, until he recognizes the common factors easily. It was this conscious application of the same problem-solving habits to different subject matters which the old curriculum prevented. The new, integrated curriculum demands it.

Probably investigation into the psychology of learning will eventually reveal that not many fundamental study skills are required for success in schoolwork. From the old point of view of separate skills for separate subject matters, the methods of learning have seemed legion. From the point of view of the integrated program, they are becoming astonishingly few in number—and correspondingly important. For example, if a pupil can (1) read well, (2) use the library efficiently, (3) memorize economically, (4) observe accurately and without prejudice, (5) be neat and orderly in his routine records, (6) express himself intelligently in either oral or written composition, and (7) show skill proportionate to his years in criticism (compar-

ing, inferring, verifying, projecting hypotheses, interpreting, judging, etc.) he is likely to succeed in school.

Instead of the numerous subject-matter achievements of the modern curriculum, we have here only seven fundamental skills, in which it is conceivable that a pupil may show some improvement during twelve years of practice. To what extent each of these is basic to success in the school curriculum needs to be determined by experimentation. Reading clearly rates high; skill in grasping the organization of books and in interpreting them should transfer widely. Memorizing, on the other hand, may rank low as a candidate for transfer, now that knowing a poem by heart is held to be inexcusably mid-Victorian, and being caught with a date at your tongue's end is as incriminating as having adenoids. Such experimentation might show other important study skills not named here; or show that some of these skills may safely be picked up incidentally along the scholastic highway; while others will prove to need deliberate, carefully planned, thorough training through the entire twelve years.

That many subjects of the curriculum have learning functions in common is not a new idea. Way back in 1917, when the defendants of transfer were in full retreat, Thorndike wrote:<sup>4</sup>

Understanding a paragraph is like solving a problem in mathematics. It consists in selecting the right elements in the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each. The mind is assailed as it were by every word in the paragraph. It must select, repress, soften, emphasize, correlate, and organize—all under the influence of the right mental set or purpose or demand. . . . It thus appears that reading . . . involves the same sort of organization and analytic action of ideas as occur in thinking of supposedly higher sorts.

Transfer of training has been occurring somewhat all through the years of subject-matter domination, whether we realized it or not. The big problem is not to prove that

<sup>3</sup> Delia Kibbe, in a discussion of reading problems given before the Rock County Teachers Convention, Janesville, Wisconsin, August 31, 1934.

<sup>4</sup> E. L. Thorndike, "Reading as Reasoning," *Journal of Educational Psychology*, 8:329 (June 1927).

transfer occurs, but to find the best methods of securing it. As Uhl says, "Transfer of improved efficiency seems as plain as day to every one. Why not admit it? . . . The only mystery about the affair is that experts in educational measurement have failed to find out *how much* is transferred."<sup>5</sup> (Italics are the writer's.)

In an effort to find out how much transfer occurs from training in the basic psychological functions of reading, the writer conducted a carefully controlled experiment with equated groups in three junior high schools involving 375 seventh- and ninth-grade pupils. The training, given in English classes because of its relation to composition, consisted of thirty lessons designed to develop skill in seeing the relationships among ideas in typical textbook materials.<sup>6</sup> By easy steps the pupil was given practice in separating the important topics from the supporting topics and in showing the relations in an outline by indention and logical symbols. Analysis of logical relationships among ideas included many types of reading matter—textbook materials, more popular nonfiction materials, literary materials; reading matter having full signals, such as *First, Second, a, b, c, etc.*, half signals, such as *one, another, finally, etc.*, and no signals at all; selections typical of school assignments in biology, astronomy, natural science, history, biography, civics, geography, agriculture, industrial arts, literature, etc.; selections where the main topics were stated all at once at the beginning and the subtopics developed at leisure, and others where the points followed one another in regular order; selections where a long outline was required to present the thought of a single, condensed paragraph, and others where a short outline sufficed for several pages of reading.

Sometimes this objective evidence of the grasp of a writer's organization was repre-

sented in an outline, sometimes in a summary, and sometimes in simple notes. The points of similarity in the three exercises were pointed out. The method of this training was to provide plenty of practice of a single learning skill in many forms and fields of reading, so that pupils could see the fundamental similarities of organizations in books and grasp the principle of outlining, of mastering the organization of things read. From easy to complex steps the training gave practice in seeing the organizations in perspective and evaluating them in the light of the writer's purpose and of the reader's need.

The effect of this training was measured by standard tests in reading comprehension and rate, in reasoning ability, and in achievement in some content subject.<sup>7</sup> A summary of the results is shown in Table I, which records the gains made during the experimental period first by the experimental group, which took the training, and then by its corresponding control group, which did not take the training, the difference, or net gain, being recorded below these. The net gain represents the real effect of the training.

In schools Y and Z the training was given two days a week for fifteen school weeks or one semester. In school X, it was given every school day for six weeks. Both types did exactly the same amount of practice work and used the same amount of time. In schools X, Y, and Z, respectively, there were sixty-four matched pairs, thirty-eight matched pairs, and twenty matched pairs, the matching being done on the compound basis of intelligence quotient, mental age, and reading score. The initial mean I. Q.'s were 105 (school X), 101 (school Y), and 100 (school Z).

Table I shows that on the Haggerty Reading Examination, Sigma 3 (reading score) the seventh-grade pupils made greatest gross gains and that the ninth-grade intensive group made greater gross gains than the

<sup>5</sup> Willis L. Uhl, "Timidity About the Transfer of Training," *Junior-Senior High School Clearing House*, 7:8 (April 1933), pp. 493-494.

<sup>6</sup> The thirty lessons used are included in *Better Work Habits*, by Rachel Salisbury (New York: Scott, Foresman and Company, 1932), 219 pages.

<sup>7</sup> For a complete description of the experiment, see *A Study of the Effects of Training in Logical Organization as a Method of Improving Skill in Study*, by Rachel Salisbury. Doctor of philosophy thesis, University of Wisconsin, 1934.

ninth-grade intermittent group. These gross gains represent from one to two entire school grades of improvement made by the experimental pupils during either six weeks or one semester, according to the Haggerty grade norms. The control groups made practically no changes in their initial standing. At the end of the six weeks, the experimental pupils in school X used 2.5 more minutes to read a standard selection of typical textbook ma-

history, and science) and different tests were used in the various schools.

The significance of the gains made by the trained groups is shown in Table II. A critical ratio of 2.0 indicates that only three values out of one hundred may have been due to chance. A ratio of 3.0 or more indicates that there is hardly one chance in ten thousand that the gains made were due to chance instead of to the training.

TABLE I  
TABLE OF MEAN GAINS MADE BY EXPERIMENTAL (EX) AND CONTROL (CT) GROUPS IN THREE SCHOOLS

School	X		Y		Z	
Grade	9th		9th		7th	
Number of pairs	64		38		20	
Time limits	6 weeks		1 sem.		1 sem.	
	Gain	SE	Gain	SE	Gain	SE
Ex Reading score	10.3		9.7		15.7	
Ct Reading score	-1.9		.7		1.1	
Net Gain	11.2	1.8	9.0	1.8	14.6	3.1
Ex Reading rate	-.8		-1.1		.5	
Ct Reading rate	-2.3		-3.2		-2.0	
Net Gain	1.5	.8	2.1	1.0	2.5	2.0
Ex Reasoning	2.4		4.4		4.9	
Ct Reasoning	.2		3.0		3.1	
Net Gain	2.2	.4	1.4	.6	1.8	.9
Ex Transfer subject	C12.4		C18.8*		H9.6	
Ct Transfer subject	C 5.8		C11.4		H4.1	
Net Gain	C 6.6	2.0	C 7.4	3.0	H5.5	1.1
Ex Transfer subject	—		S18.3*		—	
Ct Transfer subject	—		S15.1		—	
Net Gain	—		S 3.2	2.0	—	

(C=Civics. S=Science. H=History)

terials than the corresponding control group. The seventh grade was slowed down least in rate of reading by the training.

On the Burt Graded Reasoning Test the intensive ninth grade was able to solve 5.3 more reasoning problems than was its control group. The seventh grade made less improvement in solving reasoning problems than either ninth grade, as might be expected.

On standard achievement tests in content subjects, the experimental pupils in each school did better than their corresponding controls; we cannot, however, make comparisons because different subjects (civics,

Here we find that there is no doubt in the world that the training improved the reading ability of the experimental pupils in these three schools (6.2-4.7). Ratios for reading rate are less striking (2.5-1.3) but indicate that the training had a large effect in reducing the reading speed of these pupils when they worked on study materials. Ratios for improvement in reasoning are also large (5.5-2.0); that for the intensive ninth grade being entirely significant. In transfer to a content subject, the seventh-grade intermittent unit ranks highest (5.0), the ninth-grade intensive ranks second (3.3), and the ninth-

TABLE II  
SIGNIFICANCE OF THE DIFFERENCES IN GAINS MADE BY MATCHED PAIRS

School	X	Y	Z
Grade	9th	9th	7th
Number of pairs	64	38	20
Time limits	6 weeks	1 sem.	1 sem.
	Critical Ratio	Critical Ratio	Critical Ratio
Reading score	6.2	5.0	4.7
Reading rate	2.5	2.1	1.3
Reasoning	5.5	2.3	2.0
Transfer subject	C3.3	C2.5*	H5.0
		S1.6*	

\* Seventeen matched pairs.

grade intermittent third. A subdivision into smaller groups because of alternate content subjects increased the standard errors for these two transfer subjects and reduced the significance of the gains. (Note that the net gains for civics (C) in school Y (Table I) are greater than those for civics in school X.)

When we compare the two ninth-grade units, we find that the intensively trained group made somewhat more significant gains from thirty lessons than did the intermittently trained group on the same lessons. In transfer to a content subject, the seventh grade made most significant gains. In transfer to reasoning problems and to reading ability, the ninth grade made most significant gains.

In so far as these pupils are typical of ninth- and seventh-grade pupils in general and in so far as the training materials and the tests are reliable and valid, we may conclude from these data: (1) Training in analyzing the thought of reading materials can be so given in the seventh and ninth grades that it will transfer to reading, reasoning, and achievement in content subjects with very large and gratifyingly significant gains. (2) Such training produces somewhat more significant results if given intensively over a period of six weeks than if given intermittently (twice a week) for one semester.

In general, these data give some evidence of *how much* transfer of a specific study habit—outlining—occurs under given conditions to reading, to reasoning, and to achievement in a content subject. That this transfer does occur to such a satisfying degree is probably due to two things: First, the training was so given that thorough practice developed the principles of thought analysis; second, the basic psychological functions of the three tested factors are similar and provide an opportunity for transfer.

It is clear from these data that training in a useful study habit may well begin as early as the seventh grade. A good learning habit begun here will bring rich dividends through the five remaining years of pre-college education—dividends reaped immediately in improved work in school and more remotely through well-established habits of mastering ideas expressed in books and through familiarity with simple thinking habits that will prove dependable in handling the problems of adult life. Transfer so basic to the activities of the schoolroom can be expected to transfer successfully to the activities of extraschool life. In the thinking skills involved in outlining we find one tool that will serve the pupil in mastering the new integrations of school subjects, and, perhaps, in its more general forms it will serve the new integration of school and life.

# A Point System of Awards for School Activities<sup>1</sup>

Robert P. Wray

EDITOR'S NOTE: *As a means of using specific expressions of approval for the accomplishment of desirable educational aims, the system of awards described in the following article appears worthy of attention.*

A. D. W.

THE STUDENT COUNCIL of Crafton High School, Crafton, Pennsylvania, has had in formulation during the last two years a "point system of awards for school activities." Numerous requests indicate that an account of the development and administration of this particular system may be of value to others.

The essential characteristic of a "point system" is that each activity under consideration be rated according to a certain number of points for meritorious participation in it. (For example, in the present set-up, membership in student council carries three points and the presidency twelve points.) The points usually are employed either to form a basis for awards to encourage and recognize participation in activities, or to prevent overparticipation by any one student during a particular term, or to give both recognition and limitation.

In the process of devising a "point system," local conditions will influence the formulation of a policy based upon the solution of many problems, such as whether or not to include all activities, to award point credit for any activities that may be receiving academic credit, to include the traditional major sports, to use the system as a

basis for awarding school credits that are allowed to be earned in so-called extracurricular activities, to limit participation in activities in accordance with scholastic achievement or some other standard. The type and number of awards to be given will also depend to a large extent upon local conditions.

After traditional practice in the situation was considered, all athletic activities were ignored in the initial set-up. However, developments during the past year are leading towards the assignment of a point rating to intramural sports and to athletic participation which is of less caliber than the standard maintained for the regular athletic awards in the major sports. At the time of the inception of the "point system," music was receiving regular school credit, but since it is so definitely an activity it was given a point rating and to that extent has dual recognition.

If a school has a student-council organization, the work connected with the devising of the "point system" should certainly be its business. In the situation under discussion the usual routine was followed in the appointment of a committee, in the tentative formulation of its recommendations and report to the council, in the revision by the committee, and in the final adoption by the council. The report was then mimeographed for distribution within the school. The preface to that report was as follows: "At a meeting of the student council, and acting by the authority of section two of article two of the constitution of the council—Article II, Object: Section 2. 'To develop leadership and stimulate interest in the activities of the school'—the following rules and regulations to establish and administer

<sup>1</sup> The entire subject of school activities has been well covered in the *Review of Educational Research* for June 1933 under the title "Pupil Personnel, Guidance, and Counseling." The best single reference that the writer knows on this subject is the little book by Edgar G. Johnston, *Point Systems and Awards* (New York: A. S. Barnes and Company, 1930). See any good book on extracurricular activities for a discussion of basic generalizations.

a point system of awards for meritorious participation in student activities were passed."

The entire administration of the system is, of course, in the hands of the council. The president is directly responsible and is assisted by a special committee each term. A cumulative record is kept of the activities of each student from the time he enters high school. In the case of transfers an effort is made to secure their past records. These cumulative records are under the general

card shown here is both simple and efficient. The student is held directly responsible for having his activities entered and certified by each faculty sponsor. The cards are distributed with appropriate explanation by the respective homeroom representatives during a short period at the start of a particular school day. If a student has not participated in any activities, he may fill in the heading on the card and return it immediately. Otherwise, he will carry it with him during the day, and as he meets the various faculty

CRAFTON HIGH SCHOOL ACTIVITY RECORD\*

Name (Print) . . . . .			Name (Print) . . . . .		
(Last)			(First)		
(Middle)			(Middle)		
Directions: Write in the designated columns the names of the activities in which you were engaged, and then have the faculty sponsors certify your participation and award points according to the adopted schedule.					
Freshman Year			Sophomore Year		
Homeroom . . . . .			Homeroom . . . . .		
School Year . . . . .			School Year . . . . .		
1st Sem. Activities	Spon.	Pts.	1st Sem. Activities	Spon.	Pts.
2d Sem. Activities	Spon.	Pts.	2d Sem. Activities	Spon.	Pts.

\* The reverse side of the card carries the records for the junior and senior years. Since the "Directions" and "Name" need not be reprinted, more space is allowed for the increased activities of these years.

care of the council and the direct care of the homeroom representatives. A rather detailed list of all regularly organized activities of the school, together with the point rating of each, is available to the homeroom organizations. The classification in use at present is given at the close of this article, but it is always subject to revision and, of course, would be vastly different if designed for another school. No perfection is claimed for it.

The distribution of the cumulative record cards and the subsequent awarding of insignia are made within four weeks of the end of each school term. The form of record

sponsors, either in a regular class or during the special-activity period, he asks to have his participation certified. The teachers are requested to take the necessary class time for this task. The loss in class time rarely exceeds ten minutes. The cards are returned at the close of the day. Due to the large number of participants in music activities, the homeroom representatives separate from the others the cards indicating participation in music, give these cards to the central committee, which in turn gives them to the music supervisors for checking at their convenience. It then becomes the duty of the committee to inspect the cards to see that

## CRAFTON HIGH SCHOOL SCHEDULE OF ACTIVITIES AND POINT RATING OF EACH

ACTIVITY	POINTS	ACTIVITY	POINTS
<b>1. Literary</b>			
Yearbook ( <i>Ginkgo</i> )		secretary of the student council for point credit.)	
Editor-in-chief .....	12	<b>6. Forensic Contests</b>	
Editors .....	8	Debate .....	6-10
Assistant editors .....	5	Oration .....	5
Managers .....	8	Extemporaneous speaking .....	5
Assistants .....	5	Reading .....	5
Treasurer .....	5	(Entering and winning these contests) ..	1-4
School Paper ( <i>News O' Craft</i> )		<b>7. Student Council</b>	
Editor-in-chief .....	12	President .....	12
Editors .....	8	Secretary-Treasurer .....	7
Reporters .....	5	Other officers .....	4
Managers .....	8	Membership .....	3
Assistants .....	5	<b>8. Classes</b>	
Reporter for local paper ( <i>Life</i> ) .....	8	Senior president .....	3
<b>2. Music</b>		Other officers .....	2
Chorus .....	2	Junior president .....	2
Orchestra .....	3	Other officers .....	2
Band .....	3	Homeroom officers other than president	1
Special organizations .....	2	(Homeroom presidents are members of the student council)	
(Entering and winning musical contests) .....	1-4	<b>9. Athletic Association</b>	
<b>3. Clubs</b>		Treasurer .....	8
President .....	3	Assistants .....	4
Other officers .....	2	Other assistants .....	1
Membership .....	1	<b>10. Athletics</b>	
<b>4. Play Production</b>		Girls intramural basketball .....	3
Senior play .....	1-8	Boys intramural basketball .....	3
Stage force .....	5	Football players not receiving a varsity letter .....	5
<b>5. Miscellaneous</b>		Basketball players not receiving a varsity letter .....	5
(This category is to care for activities not provided for in the regular manner, such as committee work. Students should petition the		Baseball players not receiving a varsity letter .....	3

they have been properly filled out. The points are tallied cumulatively from term to term.

No immediate effort was made to curtail excessive student participation in school activities, but as soon as it became apparent that opinion had commenced to crystallize in this direction the student council adopted a resolution to the effect that during any school term no student should, without the permission of the council, participate concurrently in activities that total more than

fifteen points. Permission for "excessive participation" is granted very sparingly.

In order that this regulation may be uniform, the schedule of activities and point ratings will be extended to cover all activities, even though participation in athletics may be recognized by a special award rather than by the general activity insignia.

The exact number of points determined upon as the basis of awards will, of course, depend upon the extent of the activity program, and may be changed from year to

year if necessary. A student usually will be in his junior or senior year before he has sufficient activity experience to earn an award. Unfortunately, there is no recognized standard of participation in activities, but just as a football coach decides that the school letter shall be awarded to boys participating in a certain number of quarters of the games, so an arbitrary number of points must be decided upon as the requirement for an activity award. In developing a standard for use with the present system, a study of the activity records of our students indicated that approximately twenty per cent of those who ultimately graduate might be entitled to the activity insignia. This does not mean that a student must be in his senior year to be

eligible for an award, but since it is usual for students to earn progressively more activity points as they near graduation, it follows that the greatest number of recipients will be seniors. In order to approximate this tentative standard, the exact number of points employed to date as the necessary goal has been sixty. It will not be surprising if this must be raised or lowered at different times in order to regulate the number of awards given.

The nature of the award will, of course, vary with local conditions. The type of insignia that meets conditions here is a felt circular five-inch blue "C" on a gold background with a small "A" (activities) in the center.

## From *The Journal of Educational Sociology*

The editors are glad to call the attention of readers of *THE CLEARING HOUSE* to the February number of *The Journal of Educational Sociology*, which is devoted to discussions of sex education by eminent students of that subject. With the permission of the editors of that journal, we are pleased to reprint Dr. Zorbaugh's editorial which prefaces the number on sex education.

Nothing is so important in determining the individual's social effectiveness and personal happiness as his or her adjustment to sex life. Yet there is nothing about which the modern man and woman is more ignorant than sex. We have little accurate knowledge. The half knowledge we have is shot through with superstition and misinformation. Our vocabularies lack words with which to talk or think intelligently about sex. Our emotions get in the way of our using what little knowledge we have in meeting our sex problems realistically. As a result few of us, men or women, have achieved sexual maturity. Lacking sexual maturity, there is the possibility of neither emotional nor social maturity. The dramas unfolded daily in our divorce courts and domestic-relations courts, as well as in our psychiatric clinics, bear eloquent testimony to the toll of human unhappi-

ness, to say nothing of the social disorganization, which results from this immaturity.

In the past decade science has turned its scrutiny upon man's problems of behavior. There is rapidly accumulating a body of scientific information concerning sex and its relationship to man's strivings and social adjustment, which makes ignorance no longer necessary. Fortunately, at the same time, perhaps largely as a result of this scientific knowledge, our social taboos against discussing sex problems are breaking down. Consequently, sex education is now a possibility. Many problems involved in education about sex remain, however, to be answered. When should such education begin? How rapidly should it proceed? What knowledge is it necessary to include? How should this knowledge be taught? Where should it be taught? In the home? In the school?

This issue of *THE JOURNAL OF EDUCATIONAL SOCIOLOGY* does not pretend to answer these questions. It has drawn, rather, upon the experiences of those who have been actively concerned with sex education for their thinking about these questions. It is hoped that their thinking will stimulate others, particularly educators, to further thinking concerning these problems. If we conceive of education as experience which should contribute to the maturity and adjustment of the developing child, these are problems which we dare not ignore!

# By Their Fruits

H. H. Ryan

EDITOR'S NOTE: *Our readers need no introduction to Dr. Ryan of the Wisconsin High School, and editorial comment upon the following article would be superfluous. It speaks—emphatically—for itself.*  
A. D. W.

THE TAXPAYERS have been throwing rocks through our windows now for about five years. This is a new experience for school teachers, and we are slow to adjust ourselves to it. For a century or so our feelings have been developing the kind of callosity which will serve to protect us against the condescending pity, the sneers, and the ridicule of our fellow citizens. We have become accustomed to the rôle of underpaid, overworked public servant—a horrible example of the extremes to which the human being may go in the neglect of his own interests if he become absorbed in the service of his fellowman. Then just as we had begun to feel at home in that rôle, the well-known depression came along and made plutocrats and tax eaters and public enemies of us. Then the rock-throwing began.

I would not make bold to prophesy when and how this target practice will cease. It may be that His Majesty, the taxpayer, will become weary, or ashamed, and just quit. It may be that he will discover that, after all, teachers are also citizens and taxpayers. He may find out that taxes for education are no more painful than taxes for unemployment relief. He may come to the conclusion that, from a social point of view, it is better for a young woman to make her living by teaching school than by selling five cents worth of chemicals as fifty cents worth of toothpaste. But however the cessation of hostilities may come, I am sure that, so far as secondary education is concerned, one other thing must come first. That indispensable prerequisite is a definite conviction on the

part of the public, supported by abundant objective evidence, that the high-school graduate is clearly something more than he would have been without his expensive high-school experience.

Such a conviction as that is now lacking in the minds of millions of people in this country. There is an amazing number of persons who think of the secondary school as a luxurious environment in which to pass the period of adolescence in irresponsible anticipation of adult life. They do not concede that the contribution which secondary education makes to personality is either unique or essential. They class the high-school diploma along with the candy and the toys which the indulgent parent gives to his children as an expression of affection and surplus wealth.

As a general thing, we pedagogues have not let that worry us. Our first real concern about it dates from the moment when the first agonized shriek of the depression-stricken taxpayer smote our ears. Of course, it is true that on occasion we stoutly defend our secondary schools; but that defense is not composed of exhibits of tangible results. It is rather a carefully constructed a priori argument by which we prove, to our own satisfaction at least, that the pupil must surely be greatly improved by such an institution. We list the things we teach and point out that this subject teaches to reason, that one develops character, that one produces a scientific attitude, and so on. Then we write "Q E D," without making an effort to find and exhibit the alleged reasoning power, character qualities, or scientific attitude which we said would be the outcomes. It is true that when one of our former pupils gets into the public eye because of some especially creditable achievement, we point with pride and take pains to let our friends know

about the fortunate teaching which he has had. But when some one asks about Abraham Lincoln, Henry Ford, Marie Dressler, Dizzy Dean, Will Rogers, and others who have attained prosperity or power or both without benefit of pedagogy, we hasten to change the subject.

To take a simple example of our typically a priori justification of what we do: only a few decades ago, corporal punishment was commonly relied upon to correct antisocial attitudes—to bring the small human male especially into harmony with life as the teacher pictured life. We defended that practice; we quoted "Spare the rod and spoil the child"—or perhaps we should have put it, "Spare the rod and spoil the adult's revenge." Now that kind of disciplinary procedure has all but disappeared from our schools, not because of the sentimental twaddle of those who regard it as the attack of a big brute upon a defenseless child, but because of its essential futility. Better attitudes and better behavior on the part of school children have kept pace with our gradual abandonment of corporal punishment. In keeping up that practice so long, we were curiously oblivious to the lack of results. The more we flogged, the more we had to flog. We should have known better all along. There is usually no logical connection between a flogging and the kind of error which the culprit has made.

A very large part of our public is avowedly culture-conscious. We know that, and we do bear the torch of culture with pride and ostentation. Let us pass over the question as to what culture is. We cannot go into that here. But, whatever definitions we may severally have for culture, we are agreed on one thing: we do produce it in our pupils. How do we know? By looking at the program of studies. Refer to the National Survey of Secondary Education. Just see that array of cultural subjects. What more by way of evidence could be desired? Such is our deductive method of proof. It satisfies us, but I doubt very much that it satisfies our

customers. Suppose, for example, that we urge a pupil to study a given subject because, as we say, it is productive of culture; let us talk about Greek, since we can use that subject as an illustration without offending any considerable number of secondary-school teachers. We tell Peggy that the study of Greek will help make her a cultured woman. Now people in this age may be roughly divided into two classes: the yes-men, and the O Yeah! men. If Miss Peggy is typical of her crowd, she belongs to the latter sorority. Her reaction will be one of speculative or even cynical research. She will proceed to a mental dissection of the person of her immediate acquaintance who knows the most Greek; namely, the teacher of Greek. What kind of specimen is that teacher? Is he outstanding as a cultured individual? What is he good for, besides teaching Greek? What does he know, for example, about modern Greece? Does he have some well-considered convictions about political affairs in America? Does he count for anything in the community? Does anybody ask his opinion about anything other than Greek? Does he look after his own health and his personal appearance? (Do you remember the teacher who said to the football player, "Sam, you give practically all your attention to the development of your physique, and just enough attention to your algebra to escape utter disgrace." And Sam's reply, as he stood with his hand on the door knob: "Miss Quadratic, if I were disposed to be impolite I would say that you give practically all your attention to your algebra, and just enough attention to your physique to escape utter disgrace.") But to go on with Peggy's inquiry: Does the teacher of Greek know how to play? Does he have aggressive preferences in music and art? Can he understand and excuse mistakes of the kind he never makes?

My contention is that we ought to take a leaf from Peggy's book. We ought to quit arguing from plausibilities, and learn to argue from criteria. We should cease to confuse culture with the means to culture. We

should conceive of culture as a thing that is recognizable in terms of its symptoms rather than in terms of its clinical history. What is there in the behaviour of the Greek-trained pupil that is not found in the behavior of other pupils? And then, is that particular characteristic an element of cultured life?

Then there is the question of English and American literature. Our pupils read pages and pages of carefully selected material. When they have finished, we ask them to describe the banquet hall, characterize the heroine, and date the author and list his other works; then we distribute our A's, B's, C's, D's, and F's, and draw a long breath, and thank heaven that is done. I once knew a teacher of literature who when asked about his aims said that it was his purpose to afford the pupils a rich literary experience. He thereby pledged himself to bring about a series of standardized exposures and, at the same time, cleared himself of all responsibility for results. I do not believe that our adult constituency will continue to be satisfied with that comfortable kind of definition of our task. I think that constituency will more and more persistently ask us: "Are you going somewhere, or just traveling?" Let us ask ourselves: "What do our pupils read when they do as they please? Does our teaching have any effect upon the circulations of the public and rental libraries; upon the kind of book they carry on their shelves?"

When I stop in a strange town I like to stroll past the drugstores and ice-cream parlors and have a look at the customers. These towns differ greatly, one from the other, in this respect: in one kind you will find in the drugstore a half-dozen youths sitting on the stools before the soda counter, drinking nothing, doing nothing, absolutely idle. They create for me a curious illusion, as I stand outside and look in through the big plate-glass window. They sit and swing about on the revolving stools, and look out at me and chew their gum. Their inertia and aimlessness and the rhythmic motion of their

mouths make me think of goldfish in a bowl. They look at me like cases of atavism—indications of the recapitulation theory. They are doing nothing, planning nothing, and worrying about nothing; just waiting for bedtime, if any. Perhaps we might judge the schools of a town by the drugstores; at least the quality of the teaching of literature and kindred subjects is in inverse proportion to the dead-head population of the drugstores. Boys and girls who have accepted literature and music, and the other arts, as sources of enjoyment and who know what is going on in this wildly busy world of ours do not spend their evenings in purely vegetative existence. Reading is inexpensive. The radio affords some surprisingly good things. One can forage about through the toothpaste ads, and the St. Vitus dance music, and the sonorous declamations of the take-it-away boys and find some priceless gems. Youth lives in the midst of fine opportunities for constructive use of leisure. What are we doing to attune them to those opportunities? Shall we bother to find out? I think that His Lordship, the taxpayer, will find ways to brighten our interest in such things.

For about a decade now we have become increasingly conscious of the critical importance of human relations. Our economic troubles have given a tremendous impetus to the general belief that we must somehow find a way to live together sensibly. I believe we could almost agree here that the human race could well afford to forego all the discoveries in physical science that are due to be made in the next fifty years, and give up all the improvements in human comfort and human power that will result from those discoveries, if we could thereby secure half that much progress in social science. Here in the American scene we find that pathetically rigid triangle of helpless economic groups: First, a group of people who have on hand great stores of merchandise and who want nothing more than to get rid of it in exchange for other things that they need. Second, there is the group of people who

have great stores of money which they greatly desire to get into the hands of persons who can use it productively. And, finally, there is the group who have their own time on their hands, and who earnestly desire to exchange that time for what the other groups have. All the materials for prosperity are there. Nothing is missing except some plan to start a circulation around the perimeter of the triangle—some social order that is consistent with the physical facts and at the same time in harmony with human nature. There is almost nothing that man could not do for man if man only knew how to get along with man.

Now, that has appealed to pedagogues as a very distressing and at the same time a very silly condition of affairs. We have been anxious to do something about it in our professional capacity. We have taught the pupils social studies, or civics, or history, or vocations, or combinations of these. We have encouraged pupils to take a hand in the management of their school affairs; we have multiplied opportunities for the pupils to act as members of organizations. We have incited them to activity in the political affairs of the community. Perhaps these things are just what we should do; they have a plausible aspect. But I submit that we know practically nothing about the results. Social matters have become steadily worse all this time that we have been redoubling our efforts in the teaching of social studies. We certainly cannot argue from general appearances. And yet I think we could get some evidence. It would be possible, for example, to make some comparisons between the graduating class of 1928 of any high school and the class of 1924 and the class of 1920, and so on. Are the later graduates more active as citizens than their predecessors? Do more of them vote? Do these classes differ from each other in their attitudes on such questions as these:

1. How far should government regulation of business be allowed to go?

2. Shall we permit the operation of pri-

vate business ventures which profit by the weakening of moral fiber?

3. Shall the government attempt to prevent fraudulent advertising?

4. What are the merits of the kind of advertising that cost millions of dollars annually and which has as its chief purpose the winning of customers away from competitors?

5. Shall the school buildings of a community be on a par with its banks, office buildings, stores, and theaters in comfort, convenience, and taste?

6. Shall the moral tone of public entertainment be left to the judgment of the individual patron? Shall the propriety of the entertainment be judged upon the basis of its financial success?

7. Shall we have state medicine, employment insurance, old-age insurance?

8. What shall we do with the habitual criminal?

How do the later graduating classes compare with the others in the matter of automobile accidents? In arrests for traffic violations? In divorce rate? If you think that these questions are not related to the real purpose of instruction in social studies, write out some that are, and use them. At any rate, let us have some tangible objectives and let us find out whether we attain them.

There is one error to which the teacher is prone because of his departmental enthusiasm and loyalty—that of nominating his own subject to be the educational panacea, the factotum, the Figaro of the educational drama. Some years ago I had occasion to read some lists of objectives, one for each of a dozen departments of a high-school faculty. The teachers of each department had labored diligently and long to formulate their objectives. Most of the lists started out with the same objective: "To teach the pupil to think." Now that is a large order, but apparently any one of these departments was ready to tackle it alone. The claim was, it seems, that the pupil could get his complete education in any single department. Perhaps

it is quite the human thing to give free rein to one's loyalties in this way; but how much less confusing it would be for all concerned if the history teachers would say, "To improve the pupil's thinking by teaching him a social point of view as a basis for his thinking"; if the science teachers would say, "To teach the pupil the facts and the techniques of science, the better to equip him for thinking about things in the field of science"; if the English teachers would say, "To aid the pupil's thinking by increasing his vocabulary, improving his expression, and revealing to him some of the thinking which literary persons have done."

I have recently examined a book called *Humanized Geometry*. It is a very good book between its covers; it represents the type of thing that is coming in college-preparatory mathematics; but the subtitle is a very striking illustration of this rabid tendency to claim everything. It reads: *An Introduction to Thinking*. When that book is put into the hands of a tenth-grade boy, it is an unintentional slap at every teacher who has worked with him up to that point in his life. It says to him, "My boy, you are about to do your first job of thinking." How much more accurate it would have been, and how much more polite, to call the book "An Introduction to Syllogistic Reasoning About Space Relations in Two Dimensions."

If each department would thus state its hopes and ambitions in terms of what it is reasonable to expect, and then after the semester is over start a search in the personality of the pupil for the intended results, the schools would soon be able to demonstrate their achievements. The pupil who can write a perfect examination in algebra and geometry, and who still does not know that \$1.99 is the same as \$2.00, has certainly missed a large part of his mathematical education. We cannot claim to be teaching mathematics effectively as long as the merchant can sell twice as many articles at \$1.99

as he can at \$2.00. When price tags of that kind have disappeared from the shop windows, then we can know that mathematics teaching is really getting somewhere. When the housewife comes to know that a nickel saved on a can of tomatoes is better for the budget than a nickel saved on a pair of shoes, she is showing mathematical sense.

Perhaps these illustrations do not appeal to you; if not, set up some of your own. The principle for which I am contending is, I hope, clear: one responsibility to which we are pushed by the turn in economic affairs is the responsibility for tangible results of socially valuable quality. I am not ready to defend here the well-known pronouncement that whatever exists can be measured. But at least, whatever exists of any consequence can be found somehow. However we may argue about the intangible nature of some of the desirable outcomes of education, we cannot long avoid a showdown. There will be one persistent question which we cannot escape: "Where are the personal and social values which you said you were going to produce? As for your schools, not by their promises, not by their curriculum, but by their fruits we shall know them. Show us those fruits—not under the microscope, not embedded in scientific treatises, but out in the clear light of day where we may be assured of them as we are assured of the wonders of the radio, of the modern motor car, of modern sanitation, of surgical miracles—achievements of other professions."

Of all the units of the secondary school, the junior high school, by virtue of its birth and rearing, has the greatest freedom. It should be the first to set up an unmistakable exhibit of bona fide objective results. When that has been done, and the senior high school and the junior college have followed suit, the defense of the schools against stupidly selfish interests will be carried on not by organizations of teachers, but by a reverent and alert public.

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# Antiquemania—A Challenge to Teachers of Literature

James Beatty, Jr.

EDITOR'S NOTE: James Beatty, Jr., is a senior in the School of Education of Pennsylvania State College. His account of his excursion into the realms of gold seems to the editors to evince a laudable freedom from the stereotyped inhibitions of many of his elders.

A. D. W.

CONTEMPLATING A SESSION of practice teaching at the high school where I once cheered the football team and dropped bags of water down the light wells, I wanted to be as fully prepared as possible, since I knew something of the home-town adolescent's questionable regard for "the big shots that go to college." I also realized that despite the fact that I was once a class member of fair notoriety I knew very little else about them. Specifically, I wanted to discover what high-school students were interested in reading. I already knew what they were supposed to read. Not even three-and-one-half years of college had obliterated the memory of the teacher who tapped her pencil on the desk menacingly while I intoned, "A knight there was a worth-ee man," etc.

Accordingly, I presented two hundred sophomores and juniors in the State College high school with an unannounced written survey. I asked each one for a list of what he (or she) had read for his *own satisfaction* in the "last three weeks." I stressed the fact that the student might list anything from a comic strip to a five-foot shelf, and asked for as much accuracy about titles and authors as possible. In addition, I asked each student to make a brief criticism of his English course.

Although I was interested particularly in what books might be named, I assuredly did not hope to unearth more than two juvenile bibliophiles. I did not even uncover one. Furthermore, by the time I had finished

tabulating my information I was convinced that all my formerly hidden doubts as to the value of the conventional (and how many are not?) high-school English programs were fully justified.

In the first place, the survey indicated that the net outcome of the time spent on the alleged beauties of *Ivanhoe*, *The Lady of the Lake*, *The Scarlet Letter*, *Thanatopsis*, and similar static works is (1) considerable cerebral waste on the part of the faculty and (2) poor posture on the part of the students as a result of their efforts to sleep in seats poorly designed for that purpose.

The advertised assertion that the environmental conditions of students of the State College high school are generally higher than those surrounding students in less academic communities failed to keep Zane Grey from topping the fiction list, with eleven of his opuscles gaining mention.

Deride Mr. Grey's efforts on the score that they are exaggerated, that they are not historically authentic, that they present mock heroism rather than heroism, that they enrich a reader's culture about as markedly as a Tom Mix thriller, but do not attempt to brand them as static; neither are the novels of Sax Rohmer, Clarence Buddington Kelland, Jack London, Rafael Sabatini, Edna Ferber, Booth Tarkington, Edgar Rice Burroughs, or S. S. Van Dine static. Neither are those of Brönte, or Galsworthy, or Stevenson, or Dickens. A bit sadly I must admit that the last four authors probably gained mention because they are on the outside reading list at the high school, and the same thing goes for Victor Hugo and, although I hope not altogether, for Kipling and Conrad.

The high-school reader wants action without motivation other than the hero's desire to save the ranch by killing off the rustlers and, consequently, to marry the ranch owner's daughter; he wants action without interpretation other than a description of the death of the rustlers under harrowing circumstances, the gratitude of the old gentleman, and the final chapter, done by moonlight, in which Larry takes Sonia into his wiry arms forever. Tenpenny authors who have actually been to a ranch write the same story except that it takes place at a beach club, or in the air corps, or the barracks, or the trenches, or a millionaire's yacht or penthouse, or at the laboratory of an eccentric inventor. Regardless of setting, the tenpenny author's slap-stick romantics chase after cash and kisses while uttering highly democratic phrases at odd moments. You may want to shed a tear for the high-school reader, but he loves it, and reads it repeatedly.

There are those who, aware of this lamentable lack of aesthetic appreciation on the part of youth, plunge in, whole hog, for what is termed uplift. They decide that the high-school reader can be induced to lean towards fine, old, traditional works which have descended, dust and all, upon a long posterity which, if I may say so, is about as discriminating as a mud turtle. When they have finished parading their relics they discover they have succeeded only in giving Zane Grey another edition.

The majority of high-school readers, in criticizing their English courses, flatly asserted that the "classics" were "dry," "dull," and "useless." They wanted to know why they could not choose their own books—in other words, what was wrong with Zane Grey, Clarence Buddington Kelland, and the twin fantastics, Messrs. Rohmer and Burroughs?

The question is not answered by forcing a fourteen-year-old modern to read *Ivanhoe*. Perhaps, if uplift is essential (I have always been enthusiastic about utility in the second-

ary school), something might be gained by ruining Burroughs in the classroom instead of Scott, or, at least, before Scott.

Persons of no aquatic ability who are tossed into a lake do not emerge Weismullers—they are lucky if, unaided, they emerge at all. Similarly, the boy who is entranced by the "monkeyshines" of Tarzan, the masked grit of the Mysterious Rider, the pellucid pomposities of Philo Vance, the homilies of Scattergood Baines, the legs on the Beach Club Girl, or by Cynthia, the love-career woman, cannot be transformed into a litterateur by ruthlessly subjecting him to an antique mixture composed of the Prologue to the *Canterbury Tales*, the *Spectator* papers of Addison and Steele, the flaccid allegories of Nathaniel Hawthorne (and his narrow novel, *The Scarlet Letter*), Carlyle's *Essay on Burns*, a quasi-epic called *Beowulf*, and a bundle of colorless, meandering poetry such as *Hiawatha*, *Evangeline*, and (for the sake of the literature department I shall omit the adjectives here) *The Idylls of the King*. Even the literature department will not sound a loud trumpet for any of the rest of the list.

It might be possible to wean students to the classics by gradually insinuating that there were writers who had more to offer than Grey and Burroughs, but this road leads right down the alley of Lewis, Dreiser, Anderson, Cabell, Huneker, Hecht, Erskine, Cather, Halper, Hemingway, Mencken, Morley, and Milburn, to mention a few.

Which leads me to another lampooning. All of my suggested writers are Americans. According to conventional secondary-school standards, there are broadly but four Americans who ever wrote any prose worthy of concentrated study: Poe, Hawthorne, O. Henry, and Elbert Hubbard.

Naturally, there is the stance taken by many teachers that America is so embryonic as a nation that it has, as yet, produced but little great literature. Possibly this criticism was in a large measure true until the advent of the World War, but since then it has not

been as highly applicable. Books by American authors are meeting with success in translation and international prizes in literature are occasionally awarded to American writers. At the moment, our country, still blessed with a reasonable amount of the freedom of the press, is in a state of economic and social turmoil which forms a background conducive to worthy literature. Much of the current output is sound in interpretation and analysis and should be infinitely more beneficial to the high-school student about to face the social scene than the traditional "masterpieces" which have been revered through too many educational decades.

To carry on a more specific advance, might I ask what is wrong, as an occasional classroom alternative for Shakespeare, with Elmer Rice's *Street Scene*, Hecht and MacArthur's *The Front Page*, O'Neill's *Ah Wilderness*, and, with all apologies to the classicists who will mumble of *la comique bas*, Ryskind and Kaufmann's splendid musical comedy exposé of political humbuggery, *Of Thee I Sing*? Surely, the high-school student could understand these plays as well, if not better, than he comprehends *Macbeth* as read by a pedagogue.

As for fiction, could not Dreiser's *American Tragedy* contribute as much to a student's social future as Hawthorne's *The Scarlet Letter*? Why should not *Main Street* definitely replace, as material for class study, such graceful tomfooleries as the *Spectator* papers and Burke's *Speech on Conciliation*?

The most alarming information revealed in the survey was that no high-school student (at least, no sophomores and juniors) reads any poetry except that of the old past master of nostalgia, Edgar Guest. Eddie made the team!

In addition, none of the course criticisms even mentioned poetry. Evidently, between Bryant, Longfellow, Emerson, Holmes, Tennyson, Coleridge, Milton, Wordsworth, Chaucer, and the more stupid parts of Walt Whitman, the muse was effectually killed

as far as the student, for whose benefit they were being "revealed," was concerned.

Seemingly, poets possessing what might be termed punch are administered in niggardly doses, while those dispersing a fine, academic pome are foisted upon the classes until all are choked by the dust and gradually succumb to the copying of meaningless out-lines which are learned by rote, regurgitated at the proper moment, and conveniently forgotten once the poetic tide has ebbed.

The poets, as I have described them, appear in a rather dim light; perhaps, along with them, I appear to lack luster. If so, it is because I have tried to write with the browbeaten student in mind in an effort to show his reactions.

As an immature member of society the high-school student has little interest in the past. His main concerns are highly contemporaneous. He has vague ideas about national politics, mistaken ideas about his relationships with his parents, distorted conceptions of sex and morality, illogical ideas, if any, about his place in society, and a desire to ape adulthood which he cannot explain and at which he occasionally rebels.

In his conception of adulthood and adults it is the possibility of power which appeals to him, the chance to be active and important, particularly in situations where physical strength and limb and jaw bravery are the chief requirements. Naturally, he discovers that there are roughly fifty athletes in the school and realizes that, unfortunately, he is not one of them. He turns to "vicarious" thrills, although he does not know the meaning of the word.

He reads, as do most adults, books which offer him the possibility of imagining himself a hero. The only difference between the boy and the adult is in the type of hero that will suffice and in the attendant settings, scenes, acts, ideas, language, motivations, etc., which are regarded as heroic by the boy and as romantic by the adult who can read Broun.

To all this educators will agree. Every

year they produce more books in which these ideas are ponderously amplified. *But* they do not admit in practice that the child they understand so well regards Gareth, Beowulf, Romeo and Juliet, Arthur Dimmesdale, Hester Prynne, Silas Marner, Dr. Heidegger, the ancient mariner, Burns's famous cotter, the knight (who was a worth-ee man), and a man called Burke as a pack of pale heroes and heroines.

I have suggested changes in material which might lead in the right direction. Perhaps I am being dictatorial and the subject matter which I suggest would have no great-

er value than that which has been getting a yearly airing since 1850. Still, I am sufficiently convinced, or perhaps sufficiently conceited, to believe that traditional education begins at the wrong end and that any attempt to emphasize the other end shows some merit.

Reverting to my analogy, I hold that you cannot make a crawl swimmer out of an aquatic novice by tossing him into the lake; the best result you can hope for is that he will attempt to save himself by swimming out "doggy."

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# The Care of In-School Convalescents

Paul Fleming

EDITOR'S NOTE: *Have we not somewhere run across a more or less authoritative expression of the belief that health is a major objective in education? Assuming that we have, it seems to this editor that Paul Fleming, vice principal of the University High School of Oakland, California, herewith tells the story of a real contribution to education.*

A. D. W.

NO SCHOOL may expect to escape loss of time among its students through illness; few schools have faced squarely the problem of easing the scholastic burden of those returning from absence or have considered the necessity of the protection of children faced with the prospect of making up several days' or even several weeks' school assignments. In a school such as the University High School of Oakland, California, these problems are more than ordinarily difficult inasmuch as its enrollment is largely college preparatory with an inevitable emphasis for many students on marks qualifying for college entrance.

For years all returning absentees have been examined by the school nurse prior to readmission, in order to be sure that each student was physically able to resume school-work and was not a menace to the health of his classmates. During absence of considerable duration the child, if able to study at home, was furnished, through the agency of the attendance office, with lesson assignments and books. Upon return, counselors noted the physical condition of the student, requested teachers to lighten assignments, or even made permanent modifications of program if the student's health demanded it. In addition to these central routines designed to protect health all teachers were coöperating in adjusting the child to the work of the classroom on return, rather than demanding huge impositions of work in order that he might suddenly catch up with his classes.

These measures, though in advance of the practices of most high schools, appeared to be insufficient safeguards of the health of students who lost school time through illness. It was noted that students returning from serious illness sometimes recovered slowly. Even though teachers were coöperative, some boys and girls on their own initiative were spending a considerable amount of time outside of school in attempting to regain within a few days their standings in classes. Teachers, counselors, and administrators felt that a proper solution was not a lengthening of the convalescent period at home but some other provision which would furnish within the school a portion of the school day for relaxation and isolation from school situations, so that at least some of the regular classes might be met and the student gradually work his way back to his previous level. In the spring of 1930 a committee representing the school was able to interest the State and county tuberculosis associations in the problem with the result that grants were made in the amounts of fifteen hundred dollars from each for providing for rest or convalescent rooms for University High School and several contributing schools. In our own school it was possible to release a former study hall of about double the dimensions of an average classroom with an advantageous location adjoining a court which could be used on bright days. This room was retinted, linoleum was laid, drapes were hung, and partitions installed dividing it into boys' and girls' sections. The room was furnished with tables, chairs, couches, steamer chair blankets, sheets, and pillow cases, and made ready for operation in November 1930.

For an attendant a certificated teacher was chosen, her salary also being paid from the funds granted by the tuberculosis asso-

ciations. In February 1932, these funds having been nearly exhausted in the various schools which had been beneficiaries of the grant, an additional allotment of eight hundred dollars from each association was secured to keep the work going. This provided for the needs of these rooms during the school year 1932-1933. At that time an agreement between State officials and the Oakland public schools which now provides for the operation of this and similar rooms under the provisions of the California Handicapped Children's Fund. Thus all expenses, including salaries, laundry, cleaning, etc., are paid by the Oakland school district and at the end of the school year the district is reimbursed by the State school department.

assigned by the dean of boys or the dean of girls. In most instances the number of periods recommended is two, which in the normal program would be those assigned to physical education and study; in some few cases one period only may be assigned. When the child has been seriously ill it may be necessary to assign three or more periods in which case a decision must be made as to what class or classes the student may miss for certain days. The student, upon assignment to the room, remains there until discharged by the school physician, who sees him at his next visit to the school, when he recommends discharge or further stay in Room 35. All such recommendations are made to the Health Adjustment Conference meeting on the day of the physician's visit.<sup>1</sup>

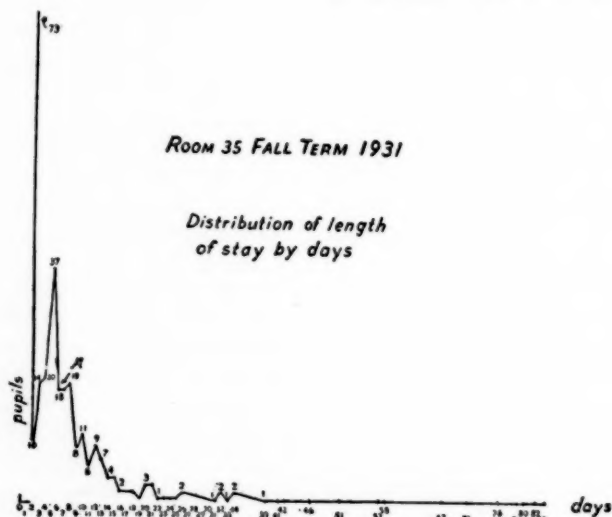


FIGURE 1

The routine of operation of the room, now in effect for four years, is as follows: A child who returns from illness meets the attendant in the health office. The attendant, after finding out the cause of absence and the length, makes the recommendation for assignment to "Room 35" (the only name by which this room has been known). This recommendation is approved and periods

In Table I is shown the distribution of causes of assignment to this room for the fall of 1931. As would be expected, most of

<sup>1</sup> The Health Adjustment Conference is composed of the physician, the dean of boys or girls, depending on whether it is boys' or girls' conference, the Room 35 attendant, and a representative of the physical-education department. This group considers all the physician's findings for the day and makes decisions as to adjustments in school life or recommendations to parents concerning out-of-school adjustments.

these students returned to school from absence caused by respiratory infection. Due to larger enrollment the numbers assigned have greatly increased since 1931, but samplings have indicated that the distribution remains about the same.

TABLE I

DISTRIBUTION OF CAUSES OF ASSIGNMENT—FALL 1931	
Respiratory infection .....	170
Accidental injury .....	31
Strain .....	24
Infection .....	7
Recovery from operation .....	4
Digestive disturbance .....	3
Heart .....	3
Mumps .....	1
Measles .....	1
Lameness .....	1

As has been noted, the usual assignment is for two periods per day. In Figure 1 is presented the distribution of length of stay. The median is five days with two modes at one and four days, the first mode being influenced greatly by one-day assignments of one or two periods for physical emergencies, largely digestive upsets. A number of children are assigned, it will be noted, for extended stays, even in some instances remain in Room 35 for one or two periods for an entire term. Similar distributions have been noted in later semesters.

Within Room 35 and its annex, the court, a variety of activities is possible. Visiting the room, one will see some students sitting in deck chairs resting or reading magazines, some studying, some obtaining help from student teachers, some in the court in deck chairs, a few completely relaxed on couches. One of the first duties of the attendant was to study the activities going on in the room, and later with more complete acquaintance with the students, to direct these activities. However, the atmosphere is not that of forced rest, or forced sleep, or forced study. A child is largely free to make his own decision as to how he uses his time, provided he does not disturb others. If necessary he is guided into activities which will hasten

convalescence. Assignment to Room 35, when needed, is considered a part of physical-education work and marks or credit in those courses are not endangered by a stay, even if lengthy. Upon discharge from the room the child is usually assigned to a modified physical-education program, for which provision is made by offering five levels of physical activity.

The room attendant has been encouraged to study the activities of children assigned and to make notes. Some characteristic observations are given below.

#### 1. Fred Smith—Age 16-8, Grade L11

T.B. contact. Mother in Arroyo Tuberculosis Sanitarium two years. Returned one year ago. The doctor's note of 2/27/33 reads: "Fred having routine clinic examination. They advise sinus operation. Heart, lungs O.K. Frequent colds—nose running, throat inflamed, glands tender."

One year later, 2/26/34: Fred was assigned to Room 35 on return from illness. Has been resting in open court in sun instead of taking P.E. His condition improved. He is thoroughly relaxing for one hour every day.

Upon entering Room 35 this boy objected to lying down to rest. Before three days were over, without one word of advice, he quite voluntarily lay down in bed, covered up, and proceeded to sleep for his period in the room.

#### 2. Howard Pease—Age 16, Grade H10

Howard is a talented musician of unusual intelligence. His physical equipment fails to measure up to his mentality.

Howard is pale, undernourished, has poor posture, lungs weak (8), a capricious appetite, is tired.

He has been assigned to Room 35 for the entire term with one hour of prone rest. The last report on the doctor's record, date 1/22/34, was: "No illness since November last. No asthma for some months. Feels a little less tired."

This boy's mind is so active it took two weeks at least until he could give up entirely to complete rest. After once giving in he says he can do twice as much mental work after his rest period as he did before.

#### 3. Margaret Price—69¼ inches tall, 161 pounds in weight, and only 14 years old. Grade H12

She had frequent absences from colds, a rapid heart, emotional upsets were frequent, more than average intelligence, home worries due to a broken

home. Tired easily and was in a very unstable condition. Was assigned to Room 35 for two hours daily for two months. Has now been dismissed since she seems to be making favorable adjustments with teachers and has few absences, taking her place in classes and social life of the school.

Here was a case of mental adjustment which the dean of girls feels was due mostly to the freedom from strain afforded by the atmosphere of Room 35. The open air, freedom from pressure, and sympathetic attention apparently helped this girl to get a normal perspective.

4. Emily Finch—Age 19, Grade L12. 8/25/33—Height 59 inches, weight 93½ pounds

Girl pale, loud murmur heard all over heart. Heart rapid, feet swell. Should not climb stairs. Doctor said case very serious. Heart was not compensating. Adjustment made. Advised girl be given one hour home rest, two hours Room 35, subjects limited to lower floor.

1/12/34—"Now in 35 all afternoon. Complete rest. Heart improved. Compensation good, slower. Stay in 35 rest of term." Weight 97½ pounds, height 59 inches, age 19.

2/23/34—Weight 98½ pounds, height 59 inches. Heart much improved. This student rests in prone position for three hours straight and is most coöperative.

It is the belief of all who have worked with Room 35 in University High School that it fills a real need. Parents, students, and teachers agree that it is better policy to permit children to return to school as soon as they are physically able and then protect them from overwork rather than to insist that they remain home, often restless and worrying over school projects, until they are completely recovered. Not only the students themselves, but parents have written letters expressing their appreciation of the services provided in Room 35. Some characteristic quotations are given.

Ralph was recovering from a severe cold and had he been obliged on his return to school to enter at once into all the school's activities, I should have felt compelled to keep him at home several days

longer, but by having a rest period in a quiet room, he was enabled to return to school earlier, and so caught up with his studies with less effort.

Cynthia considers that she has received great benefit from the use of the convalescent room.

By using it, the student is able to return to school sooner than his strength would otherwise allow. It is a real privilege to be able to study and make up work in such a pleasing and restful atmosphere.

I most sincerely hope that the room may be continued, and shall be happy to coöperate in any efforts to that end.

I should like to state very emphatically that if it had not been for the service of the convalescent room, my daughter, Louise, would not have been able to finish the year in school last spring. It was only after learning of the room and the way in which it was administered that the doctor permitted her to return at all after her second case of influenza.

Louise feels that the way in which the room was administered made it much more beneficial to the recuperating students than the ordinary rest-room was.

Adolescent life presents many health hazards for high-school boys and girls, particularly for those who are serious students. The load of college-preparatory students in classroom and study demands is an especially heavy one. In addition, the abler students are more likely to be the ones who engage in activities both within and without the school. To meet these conditions it is an obligation of the school to help each absent boy and girl keep up with classes as far as that is possible in the period of absence, to reinduct him into classes with as little strain as possible, and to provide him with rest periods in the first days of reëntrance. With such a scheme as University High School has in operation the strains of illness and the readjustment to school life are eased to a considerable degree to the mutual satisfaction of students, parents, and teachers.

## Others Say

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Announcement is made by Dr. Samuel J. Crumbine, general executive of the American Child Health Association, of the Association's eighth Health-Education Conference, to be held in Iowa City, June 19 through June 22, 1935, at the invitation of the University of Iowa. The conference will be held in conjunction with the ninth annual Iowa Conference on Child Development and Parent Education, which is scheduled for June 17 to 19, inclusive.

<sup>1</sup> *Research Bulletin*, XII, 5, November 1934.

<sup>2</sup> *Op cit.*, XII, 2 and 3, March and May 1934.

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